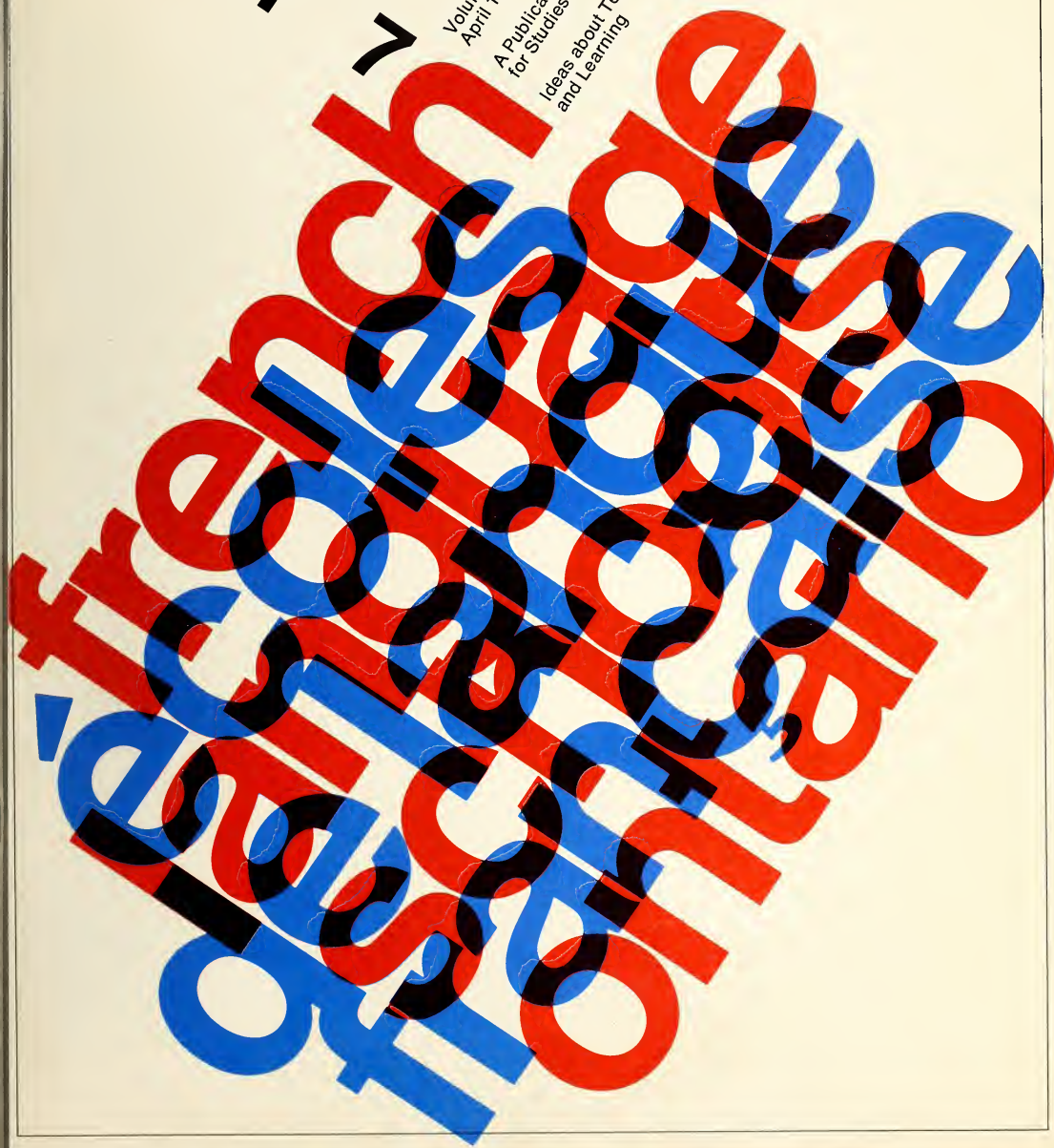


ORBIT

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Volume 2, Number 2
April 1971
A Publication of the Ontario Institute
for Studies in Education
Ideas about Teaching
and Learning



Letters to the Editor

The proposition by Des Dixon in December's *Orbit* that 'Kids Deserve a Natural Hi' shows merit in advocating 'project and study centers, many of them places where the adult in charge actually pursues his lifework all day long' and 'students with sufficient interest and background join in the work rather like apprentices.'

But as a parent, I would like to reject Mr. Dixon's Living Room concept and the pervasive counselor, the Hi, who is not easily distinguished from a drifter or dilettante and who would certainly have every temptation to become one in the nonsensical environment depicted. The Living Room has interesting possibilities in relation to home, church, and voluntary associations in and out of school, but any 'Hi' a young person may select — apart from his parents, who have an obligation in respect to this role — should be his own choice outside the day's work. Neither school, business, industry, nor philosophy needs one of the group 'asleep on a couch.' If the student is too sick or sleepy for school, then bed at home or in the infirmary offers the legitimate answer.

D. A. Bristow
Director of Education
The Norfolk County
Board of Education

My comment on *Orbit* is to complain gently about its almost exclusively male dominated design and content. The December issue has only one female contributor (and in a subsidiary role) and the articles appear to give little or no recognition to female teachers.



Particularly irritating was the article by R. G. Des Dixon ('Kids Deserve a Natural Hi') and his evident assumption that the 'Hi' is always male. Nowhere does he admit the possibility that this exalted personage could be female! Witness his positively galling final sentence, 'In the electronic age, life is today, the Living Room is the place, the Hi is the man at the center.'

Possibly it is because of the current concentration of the news media on the Report of the Commission on the Status of Women (your issue is a glaring example of the type of thing the report protests); perhaps it is because it is a generally gray day; in any event, I think the editors of *Orbit* and R. G. Des Dixon owe an apology to all the splendid female teachers we have in this province and without whom our educational system would collapse.

Yours sincerely,
(Mrs.) Margaret McLean
Communications Officer
The York County Board of
Education

'man . . . human being . . . individual person . . . anyone'
'he . . . one whose sex is unknown or immaterial' (Webster's Seventh New Collegiate Dictionary).
We apologize for the limitations of the language.
Ed.

The first sputnik was a mighty thing, but its consequences have been even mightier. Not only has mankind taken that giant lunar step but also (and in my view, even more significant) a new and noble breed of men and women has begun to proliferate across the face of the western world. I refer, of course, to the educational researcher: before sputnik, there were just a few of them, closeted away in obscurity; now they have burst upon us in all their intellectual glory.

An unfortunate concomitant of proper recognition, however, is that specious objections tend to be raised by those green-eyed detractors who have not been so honored. Many school teachers are actually demanding that the research conducted by these noble beings should be relevant to schools; indeed, some even go so far as to assert it should be practiced in schools. Now, to the educational researcher who has studiously avoided contaminating himself with the hurly-burly of the classroom and who has pursued his studies with single-minded dedication, such a demand is an anathema. My purpose, therefore, in this brief panegyric is to demonstrate to teachers what totally misguided (even, perhaps, malicious) conceptions some of them are harboring.

Of all types of research, that into education is the purest — purer, even, than pure mathematics. Granted the raw material that the researcher works with derives from the learning process; but it is his job to rarify such material, to pare away all its excrescences, and to synthesize its component

parts into an aesthetically pleasing structure that has no relevance to the classroom whatever — and was never intended to have.

Typical of the work of these superior beings — many of whom, *en passant*, are recruited from the best psychologists, sociologists, and administrators — is the following:
 $0 = sx^3 - \log z$
where 0 = the teacher
 s = the student
 x = the curriculum
 z = the classroom.

The sheer simplicity and symmetrical elegance of this expression will doubtless send shivers up the spine of all but the most insensitive dullard. But imagine a teacher applying it in a classroom — even if he fully understands it (which is most improbable).

The results would be utterly incongruous and would merely add to the chaos that generally exists. It is like suggesting that a tenth-grade physics student apply the special theory of relativity to the motions of a hockey game.

It is because their findings tend to be abused that most researchers are reluctant to allow their work into the hands of teachers, an attitude that you will agree is commendably responsible. In case any of their reports should by mischance happen to filter down, however, they have wisely adopted a style of writing — full of -ologies and -eses, signs and symbols, strung together in a circumlocutory sort of syntax — that is utterly unintelligible to anybody but themselves. Indeed, the question has arisen as to whether even they can understand it.

My concluding advice then to teachers is not to meddle in what is not their business, to set aside such squalid considerations as relevance, and to leave the researchers to their dreams. I might even suggest that when they meet one of these lordly beings, they should doff their mortar boards and bow or curtsy as a proper sign of respect.

'Hoblyn'



OISE Staff Vacancy

The Ontario Institute for Studies in Education requires a Chairman for the Department of Educational Administration effective July 1, 1971. Affiliated with the University of Toronto, OISE conducts programs of research, development, and field services and offers courses in graduate studies leading to M.Ed., M.A., and Ph.D. degrees.

The Educational Administration Department is one of ten in the Institute, and includes eighteen full-time and four cross-appointed faculty, seven research and development officers, and thirty full-time and three hundred part-time students.

Inquiries should be addressed to the Office of Academic Services, OISE, 252 Bloor Street West, Toronto 5, Ontario.

Coming Events

April 14-16
'Moving Toward Continuous Progress,' a conference-workshop to be held at the Holiday Inn, Chatham. Sponsored by the OISE Western Ontario Centre, London, with the cooperation of the Department of Educational Administration, OISE, Toronto, and the participating school boards. For further information contact the Conference Office.

April 24

Annual Meeting of the CELAT National Committee to review CELAT, a university admission test produced by the Department of Measurement and Evaluation.

April 29-May 1

'New Concepts In Teacher Education,' a symposium presented by the Ontario Teachers' Federation with the cooperation of OISE. For further information contact the Ontario Teachers' Federation.

June 10-12

CCRE and CAPE Annual Meeting In St. John's, Newfoundland.

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Content: *Orbit* features information about educational research and development and, in addition to discussing work carried out by OISE and schools across Ontario, draws on material from other Canadian provinces and other countries. Les articles qui int  ressent surtout les francophones paraissent en fran  ais.

Contributions: We should be glad to receive from readers articles about educational practice, criticisms of past issues of *Orbit*, and suggestions for future issues. Before submitting full-length articles, for which an honorarium will normally be paid, a preliminary letter should be sent to the editor.

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The French-Language Schools of Ontario

*Dormer Ellis and Gérard Gilbert,
OISE*



Almost a tenth of Ontario's school children attend schools in which French is the language of instruction. In these schools, pupils, teachers, principals, and parents communicate with each other in their mother tongue – that is to say, in French. French-language schools are located wherever there is sufficient concentration of French-Canadian families. Many such schools are to be found in the Ottawa Valley region and in the north-eastern section of the province, but there are also a few in the Niagara peninsula, in Windsor, and in Toronto. The majority of the elementary schools are provided by Roman Catholic separate school boards, but in some areas – notably Welland and Penetanguishene – public school boards have French-language elementary schools as well. Franco-Ontarian students receive their secondary education in thirty public secondary schools in Ottawa, Sudbury, North Bay, Welland, Toronto, Timmins, etc.

Basically, the curriculum in Ontario's French-language schools is the same as in its English-language ones. The Department of Education publishes curriculum guides in both of Canada's official languages. Although they have French-speaking teachers and use textbooks and other curriculum materials written in French, Franco-Ontarian children learn the same arithmetic, geography, health, and science as do their English-speaking counterparts. Of course the language-arts program (reading, writing, spelling, grammar) pertains to the French language, but the methodology is similar to that used in teaching English in other Ontario schools.

As well as mastering their own language, Franco-Ontarians want to be competent in English, the language of the majority of their fellow citizens, and the aim of the Franco-Ontarian schools is to produce bilingual graduates. It is likely that most of them will earn their living in an English-speaking environment although they will still use French in the family, social, religious, and cultural aspects of their lives.

Instruction in English as a second language is begun quite early, usually in grade 3. It should be noted that the methods used to introduce oral French to English-speaking elementary school children are generally inappropriate for teaching English to Franco-Ontarian children. Why? Because in many areas, the children enrolling in kindergarten at the French-language schools already understand and use spoken English. Whether they live in Welland or Windsor or Toronto, they will have been surrounded by an English environment since birth. Even if their homes are in Cornwall, Kapuskasing, or Hearst, where the proportion of French-Canadian families is much higher, they will be used to English-language radio, television, and movies, and they will have heard English in the streets and playgrounds. Even for children living in predominantly French-speaking parts of the province, such as Rockland, Plantagenet, and Hawkesbury, the motivation to learn English is very strong. All Franco-Ontarian schools include English in their program at both the elementary and the secondary levels. Secondary school graduates are usually fluent in both languages.

What postsecondary studies are available to Franco-Ontarians? Those who wish to continue their education in French may earn a bachelor of arts degree at Laurentian University in Sudbury or the University of Ottawa. Would-be elementary school teachers enroll in either l'Ecole Normale de Sudbury or la Section de la Formation des Enseignants of the Faculty of Education at the University of Ottawa. One community college, Algonquin College in Ottawa, now offers certain courses, such as secretarial science, in French.

However, many postsecondary courses – including professional preparation for medicine, dentistry, law, and engineering – are only available in Ontario in English. Graduates of French-language schools who wish to continue their studies in English may enroll in Ontario universities, schools of nursing, polytechnical institutes, or community colleges. But they must compete for admission with students whose mother tongue is English; applicants for whom English is a second language receive no special consideration.

What does the future hold for the hundred thousand elementary and secondary students in Ontario's French-language schools? Will they benefit from their bilingualism? If they live in a region of the province where there are many French-speaking people, it is an advantage to be bilingual whether one is a doctor, a lawyer, a bus driver, or a waitress. People who seek positions in either the provincial or the federal civil service find bilingualism a definite asset. And Ontario companies with business connections in the Province of Quebec or in European countries need bilingual secretaries, salesmen, and executives. Airlines need bilingual hostesses and ground personnel. Nevertheless, the major advantage of having mastered both of Canada's official languages is not economic but cultural. Because of their fluency in English, graduates of Ontario's French-language schools feel at home in the English-speaking world of North America and the Commonwealth. Because of their fluency in French, they can also appreciate more directly the cultural heritage of French Canadians and maintain an interest in the affairs of the many European and African countries where French is spoken.

The above photograph shows construction nearing completion on the French teacher-training college at Sudbury. The college was opened last year.

The History of Franco-Ontarian Schools

This article has been abstracted from a paper prepared by Dr. Arthur Godbout (University of Ottawa) entitled 'Problems Peculiar to Historical Research in Franco-Ontarian Schools.' Copies of the paper may be obtained from the author upon request.

Special provisions have always been made for the education of the French-speaking youth of Ontario. Sometimes these provisions have been criticized as tending to perpetuate racial differences; but historically there is good reason for the fact that, even when English had been declared the only legal language of instruction in government-controlled schools, French continued to be used in schools attended by French-speaking pupils.

Long before the British came to Canada, the whole area that now forms the Province of Ontario had been thoroughly explored and accurately mapped by the French. In 1610, Etienne Brûlé followed the Huron Indians to their haunts and spent the winter with them, becoming the first white man to visit Georgian Bay, in the heartland of what is now Ontario. Five years later, Samuel de Champlain sailed up the Ottawa River as far as the Mattawa, and thence through Lake Nipissing and the French River to Lake Huron, where he too passed the winter among the Indians. From then on, a continuous stream of voyageurs, missionaries, and coureurs de bois tramped the area. All these men were of French blood. French was the first European language to be heard in Ontario's vast forests and waterways.

Trying to understand the present status of French-language schools in Ontario without knowing their origin is an almost impossible task. One can only describe the evolution of French schools in Upper Canada within the more general context of the history of education in this province. As they say in French, 'la petite histoire fait partie de la grande.' Researchers tracing the history of schools in Ontario must be conversant with changes of names of geographical sites that took place after the English conquest. For example, La Pointe de Montréal became Sandwich and then Windsor; Fort Cataracoui became Fort Frontenac in 1674, and later the name was changed to Kingston; la Grande Rivière, l'Outaouais, is

now known as the Ottawa River; and la Rivière des Français is now called the French River. The names of schools where French is the language of instruction have also gone through many changes. Until 1912 schools for Franco-Ontarian children were known as 'French schools'; from 1912 to 1927, they were called 'Anglo-French schools'; after 1927, official documents referred to them as 'schools attended by French-speaking pupils,' but Franco-Ontarians began to call them 'bilingual schools,' and from 1950 until 1968 the term was used by almost everybody, government officials included. In 1968, with the passing of two bills allowing the use of French in the teaching of all subjects in Ontario's secondary school curriculum, the schools regained their original appellation, 'French schools.' One must be aware of the many changes in nomenclature if one wants to keep track of the links that bind the French schools of today with those of Upper Canada, and even with those preceding the birth of Upper Canada in 1791.

Most of the information gathered about pioneer life in Ontario comes either from accounts written by travelers of the time or from memoirs of administrators and public men who were closely connected with the early development of the province. Most of these accounts and memoirs were written not as historical records but as descriptions of everyday events as they appeared to the authors. Some were not even intended for publication but were brought out posthumously by the author's family or admirers. But although much interesting historical material can be found in their writings, one cannot find any direct reference to French schools before the time of Egerton Ryerson. It is only by inference that one gathers there were French schools in existence before then. For example, French names appear in the lists of teachers entitled to receive government aid in districts such as Sandwich (Windsor); and from the Report of the Select Committee appointed by the provincial legislature to look into the advisability of transferring the grammar school site from Sandwich to Amherstburg in 1828, we learn that the French-speaking people were just as interested in having their children well educated as were their English-speaking fellow citizens.

When Ryerson became Superintendent of Education in 1844, he made all possible efforts to put French schools on a par with English ones. While touring European countries in search of educational theories and methods, he spent three months in Paris learning French. Although he was a Methodist minister, he even sent his daughter to a French Catholic convent in Montreal so that she might help him in his dealings with the French-speaking people of Upper Canada. Ryerson recom-



mended to the Lieutenant-Governor that teaching licenses be issued to Frenchmen recently arrived in Canada. He argued that this would enable the French schools receiving government grants to remain open and relieve the scarcity of good French teachers. Ryerson's attitude towards the French schools can be explained only in terms of a tradition deeply rooted in the history of Upper Canada that the maintenance and development of French schools be secured along with their English counterparts.

Many inflammatory debates over the legal status of French and French schools followed the introduction in 1912 of a regulation restricting the use of the French language in Ontario schools. But those most concerned with the issue did not base their arguments on events prior to the time of Ryerson. C. B. Sissons, the recognized expert on bilingual schools in Canada, tried to shed light on the confusion by contrasting the existing government attitude towards French schools with that of educational authorities in Upper Canada sixty years before. The very title of his article 'French in the Schools of Ontario Sixty Years After,' published in the *Queen's Quarterly*, vol. 28 (1920-21), suggests that he did not deem it necessary to investigate the status of the French language and French schools under the government authorities who preceded Ryerson. And Franco-Ontarians themselves in their pleas for repeal of the regulation in the Supreme Court of Ontario and, later on, in the Privy Council of England never referred to the precedents on which Ryerson had based his actions. With the shelving of the regulation in 1927, French continued to be used as the language of instruction in Ontario's French schools. And nowadays, with policy favoring a bicultural, bilingual nation, the status of the French language and of French schools in Ontario is becoming increasingly secure.

It may shock some of us to hear people saying that the family is *passé*, that it is no longer effective or needed. Fortunately, leading authorities in the field of family life education disagree with this pessimistic condemnation of the most ancient institution in the history of mankind. That the family is facing innumerable obstacles, that it is harassed by ever-increasing demands, that it is overwhelmed by technological progress, cannot be denied. The rising percentage of family breakdowns, divorces, illegitimate births, venereal disease, and so forth cannot but confirm the fact that family cohesion and happiness is indeed deteriorating. But the family's ability to answer the needs of the child, the adult, and society in general guarantees it will survive as long as man exists.

Recognizing that the quality of family life must be enriched to a much greater degree, Dr. Mary Calderone in the U.S. and Dr. S. R. Laycock in Canada have taken positive action. Under their leadership, family life and sex education programs now flourish throughout North America.

In North Bay I was privileged to be given responsibility for establishing such a program in the French elementary schools under the Nipissing District Separate School Board. The program, starting in September 1970, was to involve all students in grades 7 and 8.

To better prepare myself for this task, I registered for the summer session in family life and sex education given by the Faculty of Education of the University of Ottawa. The ninety or so people enrolled in this session were mostly primary and secondary school teachers, and, although the lectures were in English, the majority were French-speaking. The course was presented mainly to answer the immediate needs of educators involved in family life education, but it was also accepted for credit toward master's and doctor's degrees. Organized by Professor Gilles Chagman, the course brought to our classroom experts from all over the North American continent. Carlfred Broderick of the University of Pennsylvania, D. H. Brundage of OISE, and Margaret Arcus of the University of British Columbia were but a few of the specialists who came to share with us their experiences in the teaching of family life. Rich in content and information, this course forced us to delve into and reassess our personal values and attitudes to family life and sex education. A course of this nature is a basic requirement for any educator involved in the field, and it may be worth mentioning that the extension department of the University of Ottawa is once more offering this course in the summer of '71.

Ideally, a committee should have been established in North Bay to study the needs of the community and to delineate a tentative program in family life education. Unfortunately the time factor made it impossible to proceed in this manner. Instead, in cooperation with the area superintendent, Pierre Xatruch, and the principals involved, I set down the topics I considered important for discussion; but the proposed program was finalized only after discussing the possible topics with the students and determining what they considered most relevant. It was reassuring to discover that the students' needs were very close to the ones I had anticipated.

Here is a brief outline of the topics of discussion for the current year:

Grade 7

1. The family: its history, variations in family structure throughout the world, responsibilities of the different members, conflicts between parents and children and between brothers and sisters.
2. Puberty: physical and emotional changes occurring at this time; what is masculinity and femininity?
3. Personality: what are the individual student's basic needs, interests, and aptitudes?

Hygiene and Family Life Education

Our Program
in
North Bay

Mathilde Bazinet
Nipissing District Separate
School Board

4. Principles of hygiene: mental hygiene, cleanliness, proper nutrition, clothing, tobacco and the adolescent, drugs and the adolescent.

5. Babysitting: responsibilities of the babysitter.

Grade 8

1. Philosophy of life.

2. Contemporary problems of the teenager: drugs, premarital sex, illegitimate birth, abortion, venereal disease, homosexuality, nonconformity, hippies.

3. Boy-girl relationships: dating.

4. Parent-child conflict.

5. Decision-making and problem-solving.

6. The art of making friends.

I spend thirty minutes a week with each class. The total number of students involved is about 440, with groups varying in size from 25 to 38. To eliminate organizational difficulties, girls and boys are segregated for all classes, but now that I have a half year of experience behind me, I feel this arrangement is neither necessary nor desirable, except for the unit on puberty. An additional private consultation period of thirty minutes a week in each school has proved to be a great asset, as it enables me to see students individually and answer questions they didn't dare ask in front of the class.

At the beginning of the school year, this consultation period was used extensively, but now that the program has advanced and the students have begun to feel more at ease about asking questions in class, fewer come.

The teaching method most frequently used is the discussion group – large and small – together with projects, debates, panel discussions, guest speakers, and the question box. Audiovisual aids also help to make the course real and alive for the student.

Since we must constantly evaluate our endeavors, we are measuring changes in attitudes towards hygiene and family living by getting the students to fill out (unsigned) questionnaires twice during the year. The first one was filled out as soon as I felt I had established good rapport with the students. I then asked them to answer it in class and return it immediately. At the end of the school year the same procedure will be repeated. This is by no means the most reliable instrument – it is merely a guide to fulfilling some immediate needs of our adolescents. There are better, though less tangible, ways of measuring whether or not the program is succeeding, but they will take time. If students can be more relaxed and freer in discussing and dealing with their sexuality, if they can integrate this sexuality harmoniously into their total pattern of living, if they can enjoy a more satisfying and fulfilling sex life as adults, if later, as parents, they are able to impart the facts, the attitudes, the values, to their children, then and only then can we say that the program was to a certain extent instrumental in this success.

Parental involvement is of great importance in launching any new program in our schools. It is, however, vital in establishing a successful family life education program. A good course can be totally wrecked by an uninformed and threatened community. It is therefore essential to discuss this program before inaugurating it and to organize conferences or group discussions with the parents at intervals. Before we began the unit on puberty, I had an evening discussion with the parents and showed them the films their adolescents would see the following week. I also want the parents to return for another group discussion before the unit on drugs is started later on this year. Their cooperation and understanding ensures not only that our teaching carries over from the classroom to the home but also that our efforts will be more effective.

This program is by no means a perfect one, nor are all aspects of it taught at the most opportune time in the development of the adolescent. It is merely a description of our initial attempt to answer a real need in our community.



Living and Learning Together — An Experiment in Teacher Training

Charlotte Lacroix, Program Coordinator,
Faculty of Education, University of Ottawa

'Too often the gap between learning theories and classroom experience has been incredibly wide' (*Living and Learning*, p. 52). This was the reason Ottawa University's Faculty of Education planned a special teacher-training program during 1969/70 which gave student teachers an opportunity to work full time in a typical elementary school and so experience a real learning situation. Somewhat to everybody's surprise, it became possible to put the program into operation without delay as the Ottawa Separate School Board agreed to implement it as early as September 1970. This meant there was a lot of organizing to do in a very short time.

Saint-Pie X Elementary French Separate School in Ottawa was chosen for the pilot project for several reasons: it is only about a mile from the university campus; it has the complete range of grades from kindergarten to grade 8; and the three hundred and fifty children attending it come from diverse socioeconomic backgrounds.

To ensure that the right to live and learn is respected at every level, the school principal and the program coordinator, who is appointed by the Faculty of Education, work closely together, planning how best to use the student teachers' resources.

Fifty-eight student teachers are now working in the school for the duration of their training. They share the fifteen classrooms, the library, the gym, the staff room, even the office, with the thirteen staff teachers, the librarian, the principal, and the program coordinator, and are assisted by professors from the Faculty of Education, who visit and consult with them regularly.



Photographs: Henri Sabourin



The Program in Action

Student teachers are assigned, in teams of four or five, to a chosen grade for one semester. They share responsibility with the regular teacher for planning, organizing, and evaluating learning situations centered on the students' needs. The success of this program will depend ultimately on sound organization and the amount of individual initiative and overall flexibility that comes into play. It will also call for cooperation, energy, and a sense of humor.

During the first semester, the students were mostly concerned with discovering the children's needs by studying the behavior, work habits, and attitudes of the small groups with whom they worked. As they grew to know and understand the children, they began, with help from the teachers and professors, to find ways of meeting their needs. They organized outings, classroom projects, interest centers, science and mathematics laboratories, and language studies. They prepared personal files for each child and undertook individual evaluation. They attended PTA meetings, professional workshops, and seminars.

Everyone in the program admits that the first three weeks were trying. The student teachers had to take pre-university courses in arts subjects on the campus, attend foundation and methodology classes at Saint-Pie X, and carry out professional duties in their classroom at given moments and during their spare time. ('Spare time!' This became a standing joke. There was none.) The regular teachers, with little briefing, had to open their doors and 'share' their children and experience. They also had to put considerable effort into getting rid of the 'critic-teacher' image and working as colleagues with the student teachers. The



professors had to find ways of dividing their time among the different teacher-training programs being offered. But constant evaluation of the program and the revision of its purposes and objectives by both students and teachers have led to several adjustments in the curriculum that permit everyone to work together happily under the same roof.

Benefits of the Program

Is learning really taking place at every level? The most important people in the program are, of course, the children. They must not be experimented upon unwisely. The home teacher must act as a coordinator in her classroom to ensure the overall learning structure is kept in balance, while the student teachers help to enrich the learning situation with their interest, energy, and creativity. Certainly special activities such as field trips are much more easily conducted with the added supervision and orientation that is now available.

The student teachers are given every opportunity to observe the children and discuss their observations. They discover either through direct experience or through counseling from the methodology professors the role played by the different

subjects in the development of children. And their work with individual children and grades for an entire semester gives them a direct acquaintance with the characteristics of certain age groups. Creativity is fostered by the courses and workshops offered by the faculty members, and the student teachers are encouraged to develop their own teaching techniques.

The regular teachers gain new motivation by working with young, enthusiastic student teachers. It becomes a challenge for them to try out new techniques and avoid routine. As they work with the professors, they too become familiar with new methods, programs, and teaching aids.

Finally, the faculty members are brought into direct contact with the reality of the classroom and are helped to bridge the gap between theory and practice.

An open house held at the school in mid-December afforded the parents a look at the program in action. Many of them expressed pleasure at the improvement they saw in their children's work and the generally happy atmosphere.

Portrait of Three Hundred Teachers

*Dormer Ellis, OISE, and
Gérard Houle, Superintendent,
Nipissing District
Separate School Board*

At a 'Professional Development Day' held in North Bay about a year ago, all the elementary school teachers in the French-language schools of the Nipissing District Separate School Board were asked to complete an eleven-page questionnaire which had been constructed by the superintendent and assistant superintendents to find out the opinions and attitudes of the teachers on a wide variety of educational matters. The teachers were not asked for any personal information, such as their name, sex, age, or grade level taught. The compilation and analysis of their responses were carried out at OISE at the request of the Nipissing Board. Some sections of the questionnaire yielded information about matters of purely local concern, but others, such as those discussed below, are of more general interest.

What aspects of their work contribute most to teachers' contentment? What are the sources of dissatisfaction?

The first section of the questionnaire attempted to measure the degree of contentment or satisfaction felt by the teachers in relation to their professional activities. The teacher was asked to indicate whether he was very satisfied, satisfied, indifferent, discontented, or very discontented with each of twenty-three aspects of his professional life. The items covered a wide range: provision for inservice education, the existing salary scale, relationships with superiors, availability of teaching materials, and so on.

Table 1 lists the factors according to their rank as contributors to teacher satisfaction. The teachers as a group were most satisfied with those aspects of their professional lives that involved interpersonal relationships and least satisfied with the teaching aids available to them. Ranking first was the professional relationship between the teacher and his principal; in second place was the teacher's professional relationship with other staff in the school. The teacher's relationships with superintendents and subject consultants were also near the top of the list. The current salary schedule and the availability of inservice education were near the middle of the factors contributing to the teacher's satisfaction. The aspect of their work that teachers rated lowest was the noon-hour supervision of pupils.

Knowledge of facts and expressions of opinion

The second part of the questionnaire consisted of twenty-five statements, for each of which the teacher was asked to indicate whether he believed the statement to be true or false. Provision was also made for him to say that he did not know. Some of the statements were matters of fact: for example, 'School principals consult with the superintendents

Table 1
Facteurs de satisfaction

Rang/Facteur de satisfaction
1 Les relations professionnelles entre le directeur ou la directrice de l'école et vous
2 Les relations professionnelles qui existent entre vous-même et le personnel de votre école
3 Les relations professionnelles entre le surintendant de secteur et vous
4 Les relations professionnelles entre le surintendant en chef et vous
5 Les relations professionnelles entre les conseillers et conseillères pédagogiques et vous
6 Les relations professionnelles entre vous-même et les autres enseignants du district
7 Notre journée pédagogique
8 Comportement du conseil scolaire à votre égard
9 Les relations humaines entre les enseignants et les enseignants du district
10 Le travail de l'Unité pédagogique de l'A.E.F.O. (Nipissing)
11 Les possibilités de formation pédagogique qui vous sont offertes (cours d'hiver, stages d'études, réunions de groupes, services pédagogiques, etc.)
12 L'échelle de salaires en vigueur actuellement
13 Votre salle de classe (i.e. état du local comme tel)
14 Les conditions matérielles pour l'enseignement de l'éducation physique à vos élèves
15 L'usage qu'on fait des aides audio-visuelles dans votre école
16 Les conditions de travail actuelles des enseignants du district
17 La façon d'utiliser les services de bibliothèque dans votre école
18 L'usage de la télévision scolaire dans votre école
19 Les activités parascolaires de votre école
20 La quantité d'aides audio-visuelles à votre usage
21 La quantité de matériel scolaire à l'usage de vos élèves
22 Le nombre de téléviseurs scolaires dans votre école
23 L'organisation et la surveillance du dîner des élèves dans votre école

once a month.' Others were matters of opinion: 'Pupils should be required to line up before entering the school'; 'Promotions should be based solely on academic achievement'; 'The teaching of reading should be begun in kindergarten.' Most of the statements pertained to school administration, but some dealt with educational psychology.

Almost ninety percent of the teachers indicated their belief that the school staff should have a say in budget decisions within the school. Nipissing teachers were almost equally divided between those who believed and those who did not believe it is compulsory for school principals to visit classrooms to ascertain the quality of the teaching and to improve it if necessary. No teacher indicated that the main objective of special education classes is to solve discipline problems. The statements marked 'ne sais pas' by the largest number of teachers pertained to the manner in which principals and consultants make evaluative reports about teachers.

What methods of supervision do teachers find most effective?

Another section of the questionnaire listed sixteen supervisory procedures and asked the teacher to indicate the five that he considered the most effective. Statistical analysis of the responses showed that teachers' meetings were rated most highly, with the grouping of participants according to subject taught being considered preferable to grouping by grade level taught. The teachers ranked 'demonstration of model lessons' as fourth in desirability. Inter-classroom visits by teachers ranked only tenth, and classroom visits by principals or superintendents ranked twelfth. Curriculum guides were considered to be the least effective of the sixteen procedures intended to improve classroom teaching.

What do teachers consider to be the most important qualities of persons in supervisory and administrative positions in education?

Each teacher was asked to select from a list of sixteen qualities the five he considered the most important. Some were physical characteristics, such as 'health, energy, and vigor'; some were personality attributes, such as 'calmness and emotional stability'; some were aptitudes or skills, such as 'competence in supervision.'

As can be seen from table 2, the quality the teachers rated as most important for a person in a supervisory or administrative position was 'affection, understanding, and sincere interest in children.' Also rated very high were 'sound judgment and common sense' and 'tact and diplomacy.' It is interesting that fewer than half of the teachers included 'competence in the supervision of teaching' in their selection of the five most important qualities of supervisors. And rare indeed was the teacher who considered as important the supervisor's physical appearance or his interest in civic and political affairs.

How do teachers view their relationships with parents?

One section of the Nipissing District questionnaire was concerned with the interaction of parents and teachers. The teacher was asked to indicate whether he agreed or disagreed with each of twelve statements, covering a number of aspects of the parent-teacher relationship, or was undecided. The ones with which the highest percentage of teachers agreed dealt with methods of reporting to parents about individual children. Ninety-seven percent of the teachers believed that they should be available, at reasonable times, to parents wishing to discuss their children's progress. Four out of five teachers believed that it is the teacher's responsibility to keep each parent informed not

Table 2
Qualités d'administrateurs

Rang/Qualités d'administrateurs
1 Affection, compréhension et intérêt sincère pour les enfants
2 Bon jugement, bon sens
3 Un certain don pour l'organisation et la direction
4 Tact et diplomatie
5 Compétence dans la supervision de l'enseignement
6 Rapport facile et agréable avec les gens
7 Sérénité et stabilité émotionnelle
8 Belle personnalité
9 Facilité pour l'enseignement
10 Santé, énergie et vigueur
11 Force de caractère
12 Bien adapté à la vie sociale
13 Perspicacité et entente
14 Comportement sérieux
15 Intérêt pour les affaires civiques et politiques
16 L'apparence extérieure de la personne

only about the academic progress of his child but also about his child's degree of social maturity and emotional stability. Because of the trend in Ontario elementary schools towards the use of anecdotal report cards, it is interesting to find that over eighty percent of the teachers agreed that the traditional report card with its marks or letter grades is unsatisfactory and should be replaced by written comments.

There were some statements with which the vast majority of the teachers disagreed. For example, only about a fifth of the teachers favored having parents participate in curriculum construction or in determining the goals of educational programs. About the same proportion supported the idea that teachers should suggest to parents that they invite their child to be present during parent-teacher interviews. Fewer than half agreed with the statement that parents expect teachers to be stricter in dealing with their children than they are themselves.

Teacher-pupil relationships

The teachers were almost unanimous in their support of the idea that a pupil should be judged according to his own physical and mental capacities rather than compared with other pupils and their achievements.

According to eighty percent of the respondents, a teacher who seldom smiles, who often shouts, or who lectures or threatens the pupils should leave the teaching profession as soon as possible.

More than three-quarters of the teachers agreed that academically gifted children should be encouraged to enrich their studies by exploring in depth any topic that interested them, even at the risk of showing up the teacher. On the other hand, the majority of the Nipissing teachers were opposed to having pupils systematically involved in the organization or evaluation of programs.

Personalities in education

The final section of the questionnaire was in the form of a 'Who's Who?' in the field of education. The teachers were asked to select the correct response to each of twenty items from a given list of names. Some names were those of well-known Ontario educators, such as the Minister of Education and the current president of the Ontario Teachers' Federation. Others were authors of books about education, such as Hilda Neatby, who wrote *So Little for the Mind*, and Jacques Maritain, author of *L'Éducation à la croisée des chemins*. Still other names, such as Montessori and Cuisenaire, were associated with specific teaching methods.

It was found that teachers differed greatly in their knowledge of such people. The number of correct answers ranged from a low of only one to a very knowledgeable high of eighteen out of a possible twenty. The average was about ten correct answers.

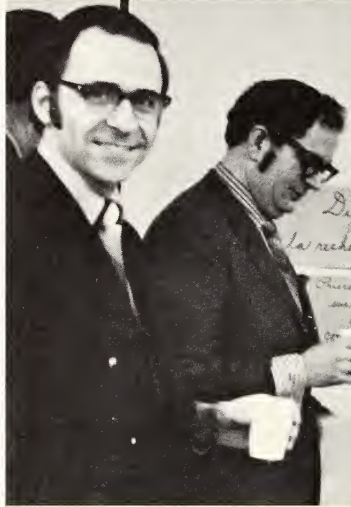
Naturally, some personalities were found to be much better known than others. Almost everyone correctly identified Ontario's Minister of Education and the principal of the École Normale at Sudbury. Also very well known were the chairman of the Nipissing District Separate School Board and the chairman of the local branch of L'Association des enseignants franco-ontariens, the teachers' federation to which all the respondents belong. Among the least known names were authors of books in specific subject areas, such as art or music.

Further information

The Nipissing District Separate School Board may well be unique among Ontario school boards in having so much factual information about the attitudes, preferences, ideas, and opinions of its teachers. *Orbit* readers interested in having further information about this study, perhaps with a view to carrying out a similar survey of some other group of Ontario teachers, may obtain a copy of the complete report by writing to French-language Schools Section, Office of Field Development, OISE.

Professional Development of Franco-Ontarian Teachers

Compiled from information provided by Rosaire Cloutier and Hervé Cyr (Department of Education), André Lécuyer (OSSTF), and Armand Tremblay (University of Ottawa)



Publications of Teachers' Federations
Teachers in the elementary French-language schools are statutory members of l'Association des enseignants franco-ontariens. Some of the teachers in the French-language secondary schools belong to AEFO, but others are members of the Ontario Secondary School Teachers' Federation.

The magazine *L'Ecole Ontarienne* is published five times a year by the AEFO and distributed to all members of that federation. It contains articles both of general educational interest and of special interest to French-language schools. *L'Ecole Ontarienne* is analogous to *The Educational Courier*, *The OECTA Review*, and *The Bulletin*, which are published by other affiliates of the Ontario Teachers'



Participants at an OISE workshop for Franco-Ontarians on how to conduct action research and to evaluate innovations.



Left to right: Rosaire Cloutier, Pierre Xatruch, Dormer Ellis and Marc-Yvain Giroux. The three men took their bachelor's degrees in French and their M.Ed. degrees, which they are here receiving, in English.

Federation, but it is of course entirely in French. The monthly newsletter sent by AEFO to all its members is called *Entre Nous*. It consists of current information about conferences, workshops, members' activities, and so forth.

Franco-Ontarian educators who belong to OSSTF receive, in addition to the usual publications of that federation, *Communiqué*, a newsletter in French containing information of particular interest to teachers working in secondary schools in which the language of instruction and communication is French. Two OSSTF officers, André Lécuyer and Raymond Primeau, look after the particular interests

of the French-speaking members as well as having responsibilities concerning the membership as a whole.

Any Ontario teacher who can read French and who would like to receive copies of *L'Ecole Ontarienne* and *Entre Nous* can join the AEFO as a so-called voluntary member while retaining his statutory membership in some other OTF affiliate.

French Sessions at Meetings of Provincial Educational Organizations

Several province-wide educational organizations include sessions in French during their annual conferences. One such is the Ontario Educational Research Council, which holds a two-day conference each December where persons who have carried out research projects in Ontario schools give informal reports of their findings. OERC conferences are attended by teachers, school administrators, professional researchers, professors, parents, and trustees. For the past three years it has been the practice on one half-day of the conference for French-speaking delegates to meet as a group to hear reports of research pertaining particularly to French-language schools and discuss the findings in French. During the rest of the annual conference, French-speaking delegates join their colleagues for discussions in English about research projects of more general interest.

The Ontario Association for Curriculum Development, which holds a two-day workshop each autumn, always has one or two of its discussion groups work in the French language. In the final plenary session, representatives of the various discussion groups, French as well as English, report the highlights of their work. The theme of the most recent OACD workshop was 'Curriculum for a Canadian Identity,' and the contribution of the French-language group was very much appreciated by the other participants.

During 'Innovations '70,' a conference of people in the special education field organized by the Council for Exceptional Children, a luncheon was held for French-speaking delegates. The guest speaker was psychologist Jeannine Guindon of the University of Montreal.

French sessions at meetings of provincial educational organizations are attended mainly by Franco-Ontarian educators, but others who understand spoken French are welcome.

Seminars and Workshops for Francophones

Teachers in French-language schools keep abreast of educational changes and improve their professional competence through attendance at seminars, workshops, and professional development days conducted exclusively for francophones.

In February, teachers from the secondary schools in the Sudbury district took part in a 'colloque pédagogique' organized by their board of education in cooperation with OSSTF and AEFO. Speakers from the Department of Education, OISE, and the teachers' federations discussed current topics in secondary education. During the autumn, a series of Saturday workshops entitled 'Renouveau pédagogique du français' were held in Cornwall for teachers from kindergarten to grade 13. The workshops were arranged by AEFO in collaboration with the Faculty of Education of the University of Ottawa. During the last week of January, the French-language Schools Section of the Office of Field Development, OISE, sponsored a workshop on research methodology. Its purpose was to help educators working with Franco-Ontarian children to learn how to conduct action research and evaluate their innovations. The workshop was attended by teachers, principals, and superintendents from every part of the province in which there are French-language schools.

Many conferences are sponsored by AEFO. Some are regional and some are provincial. 'La philosophie de l'enseignant en 1971' was the theme of the eighteenth annual symposium of AEFO, which was held in Toronto last January.

Professional and Academic Courses

Graduates of 'L'Ecole Normale de Sudbury' or 'La Section de la Formation des enseignants' of the Faculty of Education at the University of Ottawa have the qualifications necessary to teach in the French-language elementary schools of the province. But like their counterparts in English-language schools, many Franco-Ontarian teachers seek to upgrade their qualifications through attendance at professional courses given during the summer months. The Department of Education offers certain summer courses in French, generally in centers where the concentration of Franco-Ontarian teachers is high. For example, during the summer of 1970, courses in library work, primary methods, and integrated studies were held in Sudbury, Ottawa, and Hawkesbury respectively.

Franco-Ontarian teachers who want to study in French for a bachelor's degree in general arts register as extramural students at either the University of Ottawa or Laurentian University in Sudbury. Like their colleagues who are continuing their studies in English, they gradually accumulate academic credits through correspondence courses, evening classes, and summer sessions. During the school year, evening classes in certain university subjects are given in French not only at the Ottawa and Sudbury campuses but also in other Ontario cities.

Educators in Ontario's French-language schools who seek even higher academic

qualifications may earn a master's degree in education at either the University of Toronto or the University of Ottawa. Those working towards a University of Toronto degree attend evening or summer courses at OISE. The courses are given in English, but Franco-Ontarian graduate students are encouraged to do their term assignments and research projects on matters relevant to French-language schools. The University of Ottawa offers graduate courses in either English or French, and during the academic year, some courses are given in Cornwall and North Bay.

Francophones in the Department of Education

For many years there have been francophones in various branches of the Department of Education. These French-speaking officers are employed in the same capacities as their English-speaking colleagues, but they have in addition a special role to play in matters concerning the education of Franco-Ontarian children.

In the Curriculum Section of the Program Branch, three francophone assistant superintendents are responsible for the subjects 'Français' and 'English as a second language.' With their anglophone colleagues, they prepare curriculum guides for all subjects and grade levels, adapting them where necessary to meet the needs of a region. Each francophone assistant superintendent is responsible for certain subjects. He maintains liaison with the French-language schools teaching these subjects and assists teachers in, for example, evaluating textbooks and selecting educational films. As the need arises, these superintendents also look after the publication of curriculum guides and other materials in French prepared by the Department.

Curriculum is not the only area where French-speaking professionals and administrators are needed. A number hold positions in the Supervision and Professional Development sections and the Youth and Recreation and ETV branches of the Department.

Now that the Department of Education has been decentralized, French-speaking personnel are needed in some of the regional offices as well. About fifteen work out of regional offices as program consultants in various subjects and grades. A number of others attached to regional offices are responsible for supervision and professional development.

The presence of an increased number of dedicated French-speaking professionals in the Department should both bring us closer to meeting the educational needs of Ontario's sizeable French-speaking community and help us to upgrade the teaching of French in all our schools.

Pourquoi la pénurie d'instituteurs franco-ontariens?

*Dormer Ellis, Professeur agrégé, OISE, et
Armand Tremblay, Etudiant diplômé, Université d'Ottawa*

Récemment le Ministère a augmenté les exigences d'admission aux écoles normales anglaises mais non pas à l'École Normale de Sudbury et à la Section de la Formation des Enseignants de l'Université d'Ottawa. Pourquoi? Les instituteurs de langue française ne doivent-ils pas être aussi compétents que leurs collègues anglophones? Sans doute. Et en plus de posséder une solide formation pédagogique, les instituteurs des écoles pour les élèves d'expression française doivent être bilingues. Mais voici l'explication: actuellement, il y a un surplus de diplômés des écoles normales anglaises, tandis que certains conseils scolaires souffrent d'une pénurie d'instituteurs francophones.

Devant cette situation, quelques conseils scolaires essayent de recruter des francophones par le truchement des journaux québécois. Cependant la nécessité d'être bilingue élimine un grand nombre de candidats. Dans une petite école, l'instituteur doit enseigner toutes les matières, même l'anglais.

Et c'est justement dans les écoles du nord de la province que le manque d'enseignants est le plus aigu. Par conséquent, des autorités scolaires – particulièrement celles du nord – doivent engager des personnes qui n'ont reçu aucune formation pédagogique.

Pendant l'été de 1970, il y a eu un cours d'introduction aux sciences pédagogiques tenu à Kapuskasing destiné aux personnes qui ne détiennent qu'une 'lettre de permission.' Malheureusement, la plupart de ces personnes n'avaient pas les prérequis d'un tel cours. L'Association des conseillers des écoles bilingues de l'On-

tario (ACEBO) s'est donc posé beaucoup de questions. Pourquoi en est-il ainsi? Quelle est la raison de cette pénurie d'instituteurs franco-ontariens diplômés? Est-ce que les écoles secondaires des régions du nord n'envoient pas assez de leurs finissants aux écoles de formation des maîtres? Ou les jeunes gens du nord devenus instituteurs s'installent-ils dans les plus grandes villes du sud? Combien d'anciens normaliens enseignent le français aux anglophones? Ni l'ACEBO, ni l'Association des enseignants franco-ontariens (AEFO), ni le Ministère lui-même n'ont pu répondre à ces questions. En ce moment il n'y a aucune statistique. C'est pourquoi, en juin dernier, l'ACEBO a demandé l'aide de l'Institut d'études pédagogiques de l'Ontario (OISE).

Heureusement, grâce à une recherche actuellement en marche, OISE peut fournir quelques renseignements au sujet des origines géographiques d'un groupe de normaliens et de leur premier employeur. Avec la coopération de l'École Normale de Sudbury, de la Faculté d'Éducation de l'Université d'Ottawa, et de l'AEFO, l'Institut est en train de faire une étude à long terme sur les élèves-maîtres des années scolaires 1968/69 et 1969/70. Cette étude d'une durée de cinq ans en est présentement à sa troisième année. Un sondage nous a donné des renseignements qui concernent les caractéristiques personnelles, familiales et scolaires de ces normaliens et les raisons qui les ont poussés à choisir l'enseignement comme carrière. Pour ces étudiants de 1968/69, nous savons de quelle ville ou de quel village ils viennent et les écoles où ils ont enseigné après avoir quitté l'école normale. Nous avons compilé quelques statistiques demandées par l'ACEBO pour ce groupe d'étudiants. Nous ne croyons pas que ce groupe diffère des autres au point de vue géographique.

Les finissants de Sudbury et d'Ottawa sont diplômés pour les écoles élémentaires franco-ontariennes. Parmi les trois cents finissants de juin 1969, quatre-vingt-onze pour cent enseignaient dans les écoles séparées franco-ontariennes en septembre de la même année. Où sont allés les autres? Deux pour cent enseignaient dans les écoles publiques franco-ontariennes et un pour cent dans d'autres institutions scolaires. On voit que six pour cent des diplômés n'ont pas débuté dans la profession pour laquelle leurs études les avaient préparés. Pourquoi pas? Au cours de l'année 1969/70, quatre pour cent de ces anciens normaliens étaient étudiants à temps complet aux universités. Peut-être qu'ils ne sont pas perdus pour toujours à la profession!

C'est possible qu'après avoir obtenu un baccalauréat ès arts, ils enseignent. L'avenir nous le dira. Parmi les deux pour cent qui restent, la moitié se sont orientés vers des emplois n'ayant aucune relation avec les études faites à l'école normale; apparemment, l'enseignement ne les attirait pas du tout. Il y a un pour cent des diplômés que la maternité a empêchés de chercher un emploi. Ces institutrices en puissance enseigneront-elles dans quelques années? Quelques-unes nous ont dit qu'elles avaient l'intention de le faire.

On a fait une petite étude portant sur les 289 élèves-maîtres de l'année scolaire 1968/69 qui enseignaient pendant l'année scolaire 1969/70 dans les écoles élémentaires franco-ontariennes. Deux questions ont été considérées: de quelle ville ou de quel village venait le normalien, et à quel endroit a-t-il exercé sa profession la première année? On a trouvé que soixante-six pour cent des diplômés (soit 191) ont accepté des contrats d'enseignement qui les ramenaient dans leur propre milieu géographique, seize pour cent (soit 45) se sont engagés pour des conseils scolaires voisins, et dix-huit pour cent (soit 53) se sont éloignés davantage. Ces chiffres couvrent l'ensemble de la province. D'une région à l'autre, cependant, les différences sont grandes. Ainsi, 33 des 40 nouveaux instituteurs issus de la région des comtés de Prescott et Russell y sont retournés pour leurs débuts dans la carrière, et un seul a choisi le nord, tandis que seulement 14 des 26 nouveaux instituteurs qui venaient d'une certaine région du nord ont consenti à y retourner. (Les conseils scolaires désireux d'obtenir les statistiques exactes qui les concernent voudront bien s'adresser aux auteurs de ce rapport.)

Ceux qui sont sortis des écoles de formation en 1969 en sont maintenant à leur deuxième année d'enseignement. On vous dira bientôt combien d'entre eux sont encore au service du même conseil scolaire qui les avait engagés comme débutants. De même, on saura combien parmi ceux qui étaient retournés dans leur propre région géographique y sont demeurés la deuxième année. On apprendra aussi le nombre de ceux qui ont changé de conseil scolaire ou ont laissé la profession. Quand on connaîtra ces faits, peut-être qu'on pourra trouver une solution au grave problème qui préoccupe les conseils du nord – c'est-à-dire la pénurie d'instituteurs franco-ontariens.

Port Colborne High School Celebrates Canada Day

Canada Day. Not a formal occasion but a time for the students at Port Colborne High School to meet some of Canada's leading citizens and carry on an exchange of ideas and philosophies; a time for the students to find out more about their country.

'The whole idea started as an outgrowth of the grade 13 Canadian literature course this year,' said Mr. Foley, Head of the school's English Department. 'The students discovered they didn't know very much about Canadian literature or Canadians in general. "Why not," they suggested, "find out more by bringing together well-known figures from Canadian music, literature, and politics?"'

Among the students' guests on February 18, Canada Day, were the Honourable William Davis, Ontario's Minister of Education and premier-designate; Elizabeth Kimball, writer; Hugh Garner, novelist; Max Braithwaite, novelist; Robert Fulford, editor of *Saturday Night* magazine; Walter Pitman, M.P.P. and education critic for Ontario's New Democratic Party; and Paul Hoffert, musician and composer for the Lighthouse. It was an impressive array of names and personalities.

During the morning, the guests circulated around the school, talking with students in informal sessions. A half-hour assembly was held at one o'clock when Mr. Davis presented awards and trophies to the winners of the Canada Day writing contest. There were three categories in the contest – short stories, essays, and poems. And there were three divisions – junior (grades 7 and 8 of Port Colborne's two public schools, Humberstone and McKay), intermediate (grades 9 and 10), and senior (grades 11, 12, and 13).

Mr. Davis, in his first address since becoming leader of Ontario's Progressive Conservative party, told students and staff that young people must do a better job than he and his generation in developing a Canadian identity. He stated that one of our problems is a tendency 'to be cynical or to downgrade what Canadians have done.'

Observing that he sensed a growing awareness and desire on the part of students to develop a truly Canadian identity, Mr. Davis said, 'If we are to survive as a nation, this must be one of our basic goals.'

After the assembly, each guest held seminars with students.



Paul Hoffert of the Lighthouse was told to expect about fifty students. Instead, at least a hundred crowded into the room to hear about Canadian music from the young, long-haired, love-beaded musician who had 'made it.'

'Thanks to the new Canadian-content ruling for radio and television in this country,' said Hoffert, 'it is now possible for us as musicians to survive. You can never earn the big money here as you can in the States; but that's not why artists like myself choose to stay in Canada. I think this is a great country to live in and work in and that's why I'm staying here.'

Many of the students were musicians themselves, and at the conclusion of the seminar, they crowded around Hoffert to get his autograph on their Lighthouse albums or to engage him in further conversation.

Students asked Max Braithwaite, the Toronto writer and novelist, what kind of person made a good writer.

'I don't think a writer is worth a damn unless he cares about people,' replied Braithwaite. 'He has to see a little more, feel a little more, hear a little more than the average person, and above all, he's a private person – he has to be; a writer spends a lot of time alone.'

The students wanted to know how to go about getting something published.

'Writing isn't a game of chance, you know. Publishers don't dump all their manuscripts in a bin and, with blindfold securely in place, choose one for publication,' continued Braithwaite, with a twinkle in his eye. 'They're looking for something that will sell.'

'When you think it's good enough, send your writing to the publisher, but be sure it's your very best effort. And then, be persistent. The proverbial joke about a writer papering his walls with rejection slips has a great deal of truth in it.'

Students engaged Walter Pitman, member of the Ontario New Democratic Party and associate professor of history at Trent

University, in a sharp exchange of ideas that epitomized the aim of the whole Canada Day program.

Pitman told students he would like to see the schools offer more options. Students, he suggested, should be free to leave school for a period of work to find out what they want in the way of a career, and to return to school to complete their education. School boards should be encouraged to extend the use of their facilities to adult learners. A special staff should be appointed with specific responsibilities towards this group.

Canada Day was an unqualified success according to students and guests alike.

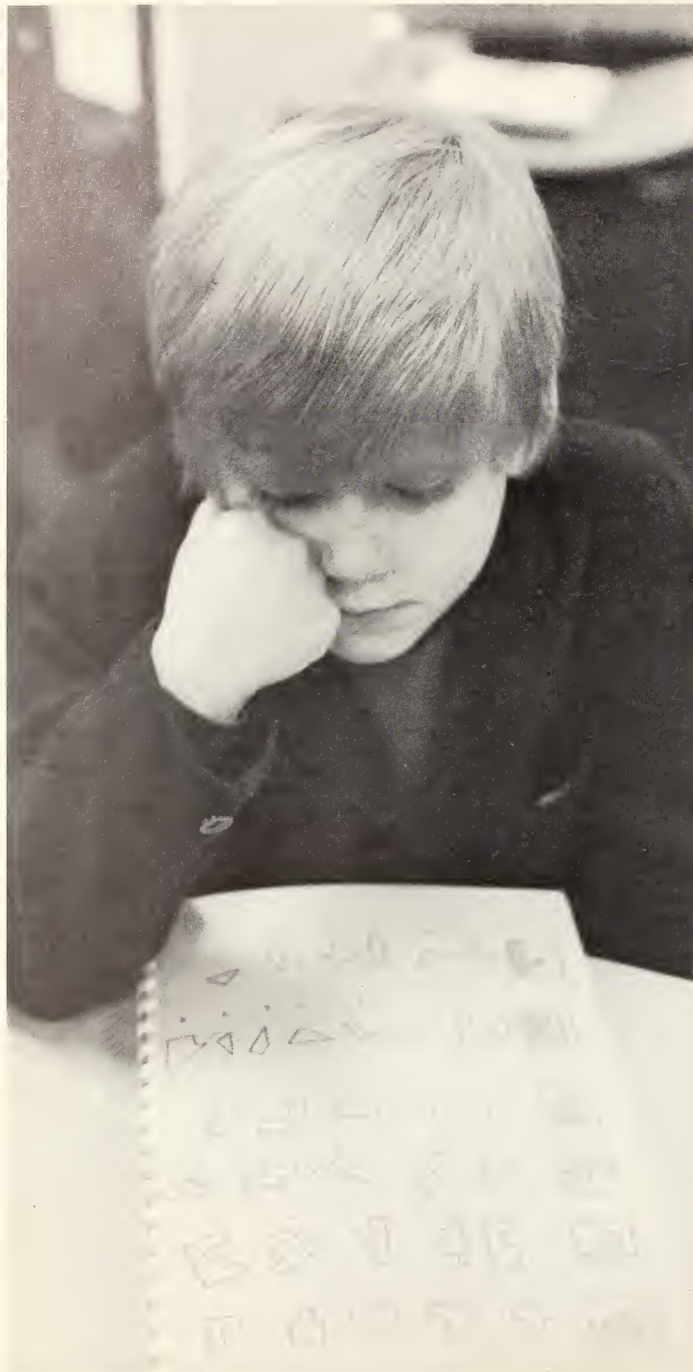
'There's no reason why every high school can't plan a special education day such as this one,' said Mr. Foley. 'Every department is eligible for a field day.'

'Everything was arranged on an informal basis,' he added. 'Only in a fairly relaxed atmosphere is a frank interchange of ideas possible. What's more, the students handled the whole thing – from the writing of press releases and letters to guiding each guest through the day's activities.'

Second year radio and television students from Niagara College of Applied Arts and Technology were invited to film video-tape interviews with some of the guests. These tapes will be given a showing later on St. Catharines television.

Canada Day was part of a larger project, however. The staff and students of Port Colborne High School wanted to set up a resource center of Canadian literature at the school. To further that end, some of the novelists and poets donated original manuscripts and correspondence. Copies of Canadian books on show during the day were given by leading Canadian publishers to promote the center.

Said writer Elizabeth Kimball, 'I think Mr. Foley and his students deserve a great deal of credit. They saw there was a need for a resource center such as this in Canada and they went ahead and started it!'



A New Intelligence Test-with a Canadian Identity

Thomas Fitzpatrick, University of Manchester

Iain Davidson, Department of Applied Psychology, OISE

Bryan Dockrell, Educational Clinic, OISE

The arguments for and against the use of standardized tests in schools and educational systems are too many and well known to be recounted here, but before discussing the new individual intelligence scale currently being devised in Britain and worked on in Ontario, two points should be noted. First, the intelligence quotient, with all its faults, is still the best predictor of *general* academic success. Second, a great deal of the dissatisfaction with the systematic use of standardized tests in general, and with intelligence tests in particular, really stems from the widespread misuse of standardized tests, misunderstandings of their functions and scope, and misinterpretations of the scores they provide.

Too often, test scores have been treated as if they were as precise as temperature readings. There has been a tendency to regard quotients not as convenient estimates of definite but limited value but as fixed measures of an equally fixed entity, 'intelligence.' This assumption of permanence has done much to discredit the concepts of intelligence and the intelligence quotient and, as a corollary, the use of standardized tests. Children have too readily been thought of exclusively in terms of their 'intellectual potential' as reflected by an IQ. It has not been recognized clearly enough that performance on an IQ test describes only the intellectual, or cognitive, aspect of functioning, and then only partially and generally.

It must be said that this misinterpretation of the role of intelligence tests has been encouraged by the continued dependence of both users and constructors on tests that are conceptually out of date. Neither the Stanford-Binet nor the Wechsler scale

reflects theories about intelligence or cognitive functioning that differ significantly from those put forward by Binet some sixty years ago. This is not to throw out such definitions of intelligence as Wechsler's 'global capacity' or Burt's 'innate, general cognitive ability' or even Binet's statement that 'to judge well, to comprehend well, to reason well, these are the essential activities of intelligence,' but to suggest that continued exclusive dependence on generalized conceptualizations of intelligence encourages a rather simplistic view of intellectual functioning. What is needed is a more descriptive approach, because description is particular and explicit.

However, tests that might replace generalized definitions with particular descriptions have been lacking. The work done by such factor analysts as Thurstone and Guilford has not been reflected in the development of major individual tests of intelligence, but only in a few group tests – for example, Thurstone's test of Primary Mental Abilities; but even here, the different types of ability measured are too easily seen as separate entities, each occurring in fixed quantities. Nor have the concepts of intellectual development stemming from Piaget been incorporated in current testing practice.

The British Intelligence Scale

In the early 1960s, concern about the inadequacies of the intelligence tests then in use led the British Psychological Society to set up a special committee to examine the possibilities of constructing a new test. This committee included two leading figures in the psychological field, Sir Cyril Burt and Dr. Philip Vernon, and a number of other noted practicing educational psychologists from all over the United Kingdom. Once financial support from the Department of Education and Science had been obtained, it was decided that the research and development should be conducted by Dr. Frank Warburton, of the Department of Education at Manchester University, who brought in two full-time research workers. Warburton's team inherited from the British Psychological Society Committee the framework of the test to be developed.

The first practical step was to consult other psychologists and educationalists known to be investigating the development of children's thinking and working on concepts of intelligence. It took about fifteen months of consultation and experiment to prepare dummy scales and assemble working parties of psychologists willing to try out and modify the items, but by November 1967 the participating psychologists had been trained in the use of the tryout scales and the first large-scale testing of the items in the preliminary tests was under way. It has taken nearly three years – until August 1970 – to complete the preliminary testing.

The reasons for this prolonged tryout program were twofold. The experimental version of the test contains many more items than will eventually be required; it therefore takes some time to administer (six hours, in the case of an older child). Also, the sampling plan was an elaborate one. In the tryout version of the test, the roughly twelve hundred children in the sample were selected on the basis not only of the region in which they lived but also of their age (from five to twelve years), area (urban or rural), social class (lower, middle, and upper), and sex.

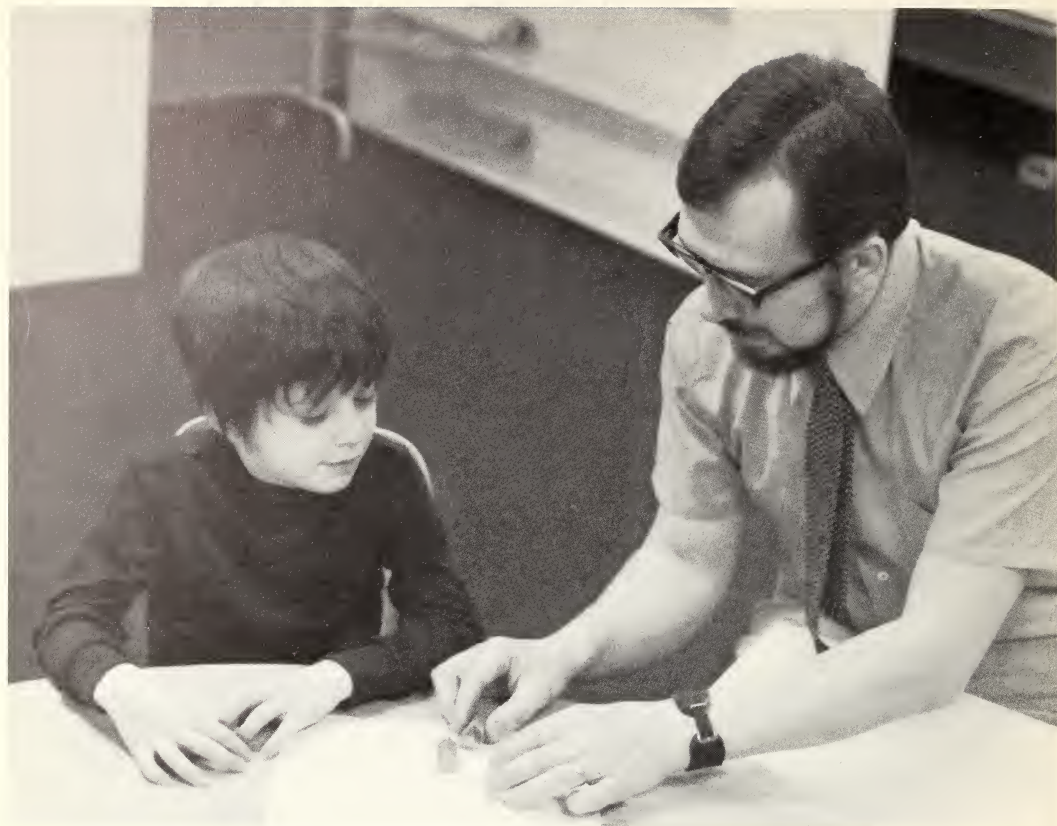
As is shown in table 1 below, the test comprises six factorial areas, or classes of cognitive activity, three of which – memory, fluency, and reasoning – may be regarded as processes, and three – number, space, and verbal ability – as content areas. These six classes are further divided into thirteen subscales (scales of measurement). In the final version of the test, the psychologist might

use single subscales to carry out detailed investigations of specific areas of the child's cognitive ability, should he think this necessary, or he might administer a 'core test,' which would be based on a sampling of items taken from the thirteen subscales. The core test would yield a six-point profile instead of a single IQ score.

In developing the test, an attempt was made to construct items that related to current psychological theory rather than ones that met solely statistical requirements. It is not too difficult to construct items that measure certain areas of ability where conventional operations and logical sequences are required – in mathematics and language, for example – but items that measure the qualitative aspects of a child's thinking are not so easy to devise. In this case, the items were based on the work of Piaget, Bruner, and others concerned with the qualitative side of the child's mental development. Examples

Table 1
The Profile of Abilities

Subscales	Cognitive Abilities (factorial areas)
	Memory:
<i>Visual Memory</i>	This scale measures the child's ability to recall pictures and arrangements and reproduce designs from memory.
<i>Auditory Memory</i>	Tests memory for number sequences, e.g., telephone numbers, words, sentences, and ideas expressed in orally presented statements.
	Ideational Fluency:
<i>Divergent Thinking</i> (emphasizing both number and quality of ideas)	Tests general fluency in imagining unusual uses for common objects, e.g., a brick, a frying pan, etc.; imagining the consequences of unlikely occurrences, e.g., 'If we had no moon.'
	Assesses the depth and inclusiveness of ideas.
	Reasoning Ability:
<i>Matrices</i>	Pattern completion and operations in which addition, seriation, inversion, etc., are carried out on content varying in size, shape, and texture. The child must put in the missing parts by placing counters or drawing.
<i>Induction</i>	The discovery and application of rules; responses are similar to those of the Matrices test. The rules involve constancy, rotation (clockwise and anticlockwise), alternation (horizontal and vertical), and randomness.
<i>Operational Thinking</i>	Tasks range from sensori-motor operations through classification (by shape, color, and pattern) to the analysis of formalized thinking involving implication and negation. Some inference problems are included.
	Number Ability:
<i>Number Ability</i>	This scale enables the tester to investigate the child's understanding of number concepts. It covers conservation of number, length, and area, seriation, and reversibility. Leads to proportionality and practical calculation.
<i>Computation</i>	This scale is an orthodox scale covering the four rules of numbers and leading to operations and procedures in calculation similar to computer operations (included for analysis purposes).
	Spatial Ability:
<i>Kohs' Blocks</i>	Pattern production using identically patterned cubes. This is a well-known performance test to measure spatial abilities.
<i>Visual Spatial</i>	This scale requires the subject to visualize shapes and patterns that are turned over and turned around. Later items require more complex spatial reasoning.
	Verbal Ability:
<i>Vocabulary</i>	Ranges from object and colored picture recognition to an orthodox vocabulary scale based on published lists of words from children's vocabulary. The investigation covers an understanding of a degree of abstraction rather than a knowledge of rare words.
<i>Information</i>	At present this aspect is covered by two scales. An orthodox scale dealing with general knowledge assesses the child's understanding of a variety of subject areas and his knowledge of himself and his environment. The second scale examines the child's reasoning about everyday events. The psychologist is given an opportunity to recognize qualitative levels of reasoning, especially among bright children.
<i>Comprehension</i>	This scale investigates the quality of a child's concepts, ranging from the following of simple instructions through a similarities scale to the comparison of generalized statements that may appear contradictory.



of these occur mainly in the subscales dealing with number ability, operational thinking, and verbal ability. (See table 2.) Information about these levels should be of special assistance to the teacher in assessing the outcomes of learning and planning the curriculum.

Tests of the kind under discussion are used mainly in a clinical setting; thus, psychologists must have available a range of alternative techniques and measures with which to meet varying situations and to approach the problem of assessment from different angles. A richness of content must also be built into the test so that the tester may not only score the child's understanding of a concept but explore its richness systematically and relate this to other sociological and psychological factors. To enhance this aspect of the scales, the constructors have gone to some lengths to build in a variety of items and include different procedures that will appeal to the child's interest and activate his thinking. The psychologists responsible for trying out the items were asked to comment on the clinical aspects of

each item, and their recommendations will be taken into account when the final version is prepared.

Once the child's responses to items on the pretest have been analyzed, it will be possible to determine the appropriate age levels at which items should be placed, to examine the effects of intervening variables, and to ensure the homogeneity of the subscales. The next step will be to select the items from the subscales that are suitable for use in a core test for each age level. The norms for the core tests can then be standardized. The final standardization will be carried out on about three thousand children, who will be chosen according to a stratified random sample by school, and it is anticipated that the first version will be ready for use in schools within the next two years. Eventually the test will be extended to cover children from two to sixteen years of age.

It has been suggested that in the final version some of the subscales may be administered by specially trained teach-

ers, leaving the more clinically oriented items and the final summary of test performance to the psychologist. This procedure would certainly lift some of the pressures off the psychologist and make assessment of the child what it ought to be — a joint responsibility of the psychologist and the school.

Work on the Scale at OISE

In developing the British Intelligence Scale, an attempt was made to incorporate recent theories about intellectual and cognitive functioning and to ground the scale (and each subscale) in a definite rationale. From a more administrative point of view, the project has been successful in the very difficult task of drawing on a large stratified sample of the school population throughout the United Kingdom, which makes it possible to generalize the findings from the sample to the population as a whole with confidence. From a very early stage psychologists working in the educational and clinical services were consulted, asked to create items, criticize existing ones, and join in workshops to examine the

theoretical, psychometric, and clinical aspects of the test. Eventually they undertook the bulk of the testing, using the preliminary version.

In 1967, W. Bryan Dockrell, the Director of the Educational Clinic at OISE, began to explore with Frank Warburton and his senior research associate, Tom Fitzpatrick, the possibility of carrying out a cross-cultural study that might lead to the development of a Canadian version of the test. As Dr. Dockrell's research associate, Iain Davidson spent some weeks in the autumn of 1967 at Manchester University as an observer, learning the theoretical, structural, and practical aspects of the test being developed. On his return he brought with him a complete set of the test materials, which were thoroughly examined, and translated where necessary into Canadian terms. The first changes were intuitive and obvious. For example, the word 'lorry' was changed to 'truck,' and the pictures of a double-decker bus and an English robin were replaced by ones of a single-decker bus and a Canadian robin. These minor adaptations were made in consultation with other Canadian psychologists and on the basis of trial tests of Canadian children.

The revised scales have so far been tried out on a random sample of one hundred eight-year-olds to test empirically the changes made and to provide comparative data for the British team. The sample was drawn from Ontario schools, which were selected, also at random, from districts representative of varying population densities.

Local school psychologists were asked to participate and were trained in the use of those parts of the test appropriate to eight-year-olds. By the beginning of 1969 testing had begun, and by the end of June the following year a total of ninety-five children had been given the tests – no mean accomplishment, as each set took up to seven hours to give. Much of the credit for this must go to the school psychologists, school boards, principals, teachers, and parents who cooperated, not to mention the children, who generally survived the six or seven hours of testing better than their testers.

Cooperation between the OISE and Manchester groups has naturally been very close. The untimely death of Dr. Frank Warburton at the end of 1969 has hampered progress; however, the two groups have continued to exchange information about the results from the testing of equivalent samples.

The reader may wonder why Canadians should be interested in a test of intelligence being devised in another country for another culture. The sad fact is that a majority of the clinical tests used in Canada are of foreign construction, and

norming here is done on versions of the tests that have been devised elsewhere. This means that the use of foreign-made tests, even those normed in Canada, is essentially a makeshift procedure. At this stage the reader may also wonder whether the OISE project is not merely another example of at best adapting, and at worst tinkering with, a foreign test. On the contrary, by obtaining at the earliest possible stage Canadian data parallel to British data and by amending or rejecting the original items devised by the British team where, in the judgment of experienced clinical and educational psychologists, they are not appropriate for Ontario children, the OISE group is seeking to develop a Canadian version of the scale. This version will be not an adaptation of an existing test but an alternative form developed from basic data. The procedure adopted by the OISE team is not to duplicate the massive amount of work done by another research group, which would be prohibitively expensive, but to obviate the traditional difficulties involved in developing a scale on the basis of work completed elsewhere.

Provisionally, the mold in which the new rest is cast is the traditional factorial structure, and its retention or modification will depend as much on empirical as on theoretical considerations. The introduction of developmental items in several of the subscales in the same way leaves welcome room for the change or addition of items, the restructuring of subscales, and so on. In other words, the basic structure and ideas of the test are flexible enough to permit the development of many versions while at the same time providing a convenient context within which to work.

At present we are seeking to determine whether Canadian children exhibit the same patterns of success and failure as British children. It seems likely that basic reasoning processes are the same in Britain, the States, and Canada, though they may differ markedly from those in some other cultures. However, developments in specific content areas may differ significantly because of varying experiences and opportunities to learn, even in societies that are quite close culturally. In the past, we have always had to assume that individual test items developed elsewhere measured basic abilities as effectively in Canadian children as in the original population.

In all, then, a Canadian version of the test would have both the merits of the British work – a cognitive profile, theoretical and psychometric sophistication, and scores relevant to classroom problems – and the advantage of items that are Canadian in content and format, and are normed from an original item pool.

Table A
An Example of How to Score Qualitative Levels of Thinking

Verbal Ability subscale : Information	
<i>Materials</i>	
Nineteen items involving reasoning about social situations	
<i>Procedure</i>	
Read question to child and repeat if necessary	
<i>Scoring</i>	
The aim is to evoke the child's best level of response; therefore, non-directive questioning is permitted – e.g., 'Tell me more.' Such questioning should be noted.	
Judgment of the value of a child's response is rated by the following categorization:	
a) Pre-logical	0
b) Concrete	1
c) Operational (i) simple	2
(ii) more abstract, lucid, complete	3

The difference between c(i) and c(ii) is of degree. The difference between b and c is of kind.

Note: The research team found it impossible to specify hard and fast scoring criteria (beyond general principles) which would be easily interpretable by other scorers of the responses. The degree of subjectivity involved in the final allocation of a value to a child's responses was still too large, and the research team consider development of this aspect of the test to be crucial.

An Example – Item 10

Question:
I know some children who often cook their meals. Do you think they should do so?

As with all items in this part of the test, there is no objectively correct answer. What is being assessed is the child's ability to reason. If, for example, the child's response to the above question were 'no,' the examiner would use non-directive questioning to elicit the child's reasons. The general criteria on which such reasons would be scored are listed below.

Response	Score
Damage to self	1
Damage to house	1
There may be circumstances in which children have to cook their own meals, but unless children are, say, old enough or properly supervised, it is too dangerous – i.e., child is aware of both sides of argument and comes up with balanced judgment.	
	2/3

As an outgrowth of its participation in developing the new intelligence scale described in the accompanying article, OISE organized a major conference on intelligence, which was held in Toronto in the spring of 1969. The papers given at the conference have been published in Britain by Methuen & Co. In Canada they will shortly be available from OISE under the title *On Intelligence*, edited by Bryan Dockrell. Together they form a survey of modern psychological opinion on the nature of intelligence, its assessment, and its relationship to heredity and environment. The contributors, who rank among the most distinguished psychologists in North America and the U.K., include Sir Cyril Burt, H. J. Butcher, Glen T. Evans, Arthur E. Jensen, P. R. Merrifield, Read D. Tuddenham, Philip E. Vernon, and Frank W. Warburton.



Beaconsfield High School

Jean Shapter/OISE

Beaconsfield High School – 'one of the first secondary schools in Canada to . . .' – a typical introduction to press comment on a school that gave Montreal Island entrée to the educational limelight in the 1960s. What is different about Beaconsfield? Why has it attracted so much attention? How valid is the news media's tendency to accord it a lead role in educational innovation? Let's look at the facts.

Beaconsfield is generally accepted as something of a pioneer, but not all of its practices are unique or even unusual. Increasing numbers of secondary schools share its policy of subject promotion; its composite organization has long been familiar; and the arrangement whereby it tends to specialize in certain aspects of technical education, while leaving others to neighboring schools, has widespread acceptance. In many respects, it's the old story of variation 'more in degree than in kind,' for much of Beaconsfield's singular nature stems from the way it does things rather than from the things it does. Integration among the three branches – academic, technical, and commercial – reaches a new high; involvement with the community revolves around day-to-day working situations; career guidance acquires a new dimension; flexibility is the order of the day.

Beaconsfield's flexibility, one of its great strengths, is largely due to modular scheduling – a system of time allotment as yet not extensively used in Canada. The system was adopted in September 1968 to provide for the school's emerging educational and functional needs. An enrollment of nineteen hundred students – in courses ranging across the whole spectrum of what we in Ontario call Arts and Science; Science, Technology, and Trades; and Business and Commerce – created a problem that could be resolved only by finding more time than traditional organization was able to provide. Beaconsfield did just that, although classes still began at 9:00 a.m. and ended at 3:30 p.m. 'Mileage' was added by eliminating breaks and keeping the school in continuous operation throughout the seventeen time units, or modules, that now made up the day. Lunch periods became a matter of individual arrangement, and class changes were made, again on an individual basis, in the three-minute allowance at the end of each module. The dictates of fixed period lengths disappeared and the differing time requirements of the various subjects were recognized.

Under modular organization, student programs are a truly personal matter. The length of a student's daily exposure to his subjects reflects a combination of his need and the optimum learning situ-

ation for the area in question. The basic timetable unit is the twenty-minute module. By combining modules, periods may be increased to 43, 66, or 89 minutes, or even more if necessary. The only restriction is that extensions must be twenty-three minutes (one module plus the three-minute allowance) so that modules remain intact. Individual programs are simply a matter of assembling modules so that the student gets full value from every school day. Timetable preparation is a heavy task and is now entrusted to a computer, although in 1968, when the modular system was introduced, it was done by hand.

For both staff and students, free modules are a part of each day. Normally teachers have seven free modules: two provide a lunch break, one is devoted to giving voluntary assistance to students in the various subject resource centers, and the remainder are used for conducting seminars, holding team meetings, and obtaining materials in the instructional media center. Students have five free modules; one is used for lunch and the rest are used for independent study, consulting with teachers or members of the guidance staff by appointment, auditing classes where uncertainty about a choice of electives exists, gathering material in the resource centers or library, and relaxing in the student lounge. When two or three students have common free



modules and a shared need, they may arrange to meet a teacher in one of the resource centers for a special tutorial.

Beaconsfield's five-year program operates in two cycles. Cycle I covers years one and two (formerly grades 7 and 8) and Cycle II covers years three, four, and five. Cycle I is regarded as a transitional period, and during this time the development of basic skills is continued through a compulsory core of reading and mathematics. Also compulsory for year one students is a vocationally oriented cluster of subjects, each studied for only part of the year. In year two, the cluster has a different orientation, and students are allowed choices within certain limits. This routine early exposure to a wide variety of experience enables students to make informed choices of electives in the later years and provides what the school calls 'a grazing ground for skills.' Cycle II affords increased flexibility in individual programs through greater freedom of choice and more optional subjects. Throughout this cycle, remedial work in basic skills is provided for those who need it. Students in years three, four, and five are encouraged to exercise independence and self-direction, and teachers may allow the well-motivated to undertake assignments on a contractual basis. Here, as is the case with all individual projects at Beaconsfield, the student must present his plan to the teacher for approval before beginning work.

In keeping with its philosophy that 'school is not only a preparation for life, but life itself,' Beaconsfield has demonstrated the relevance of its program to today's world by grouping the subjects in three

classifications indicative of the area to which their ultimate contribution relates. The general division is:

Group 1

Interpreting Your World: Humanities (Communication)

English literature, languages, art, and music

Group 2

You and Your World Community

Social studies, sociology, anthropology, political science, economics, and related subjects

Group 3

You and Your World of Science, Work, and Leisure

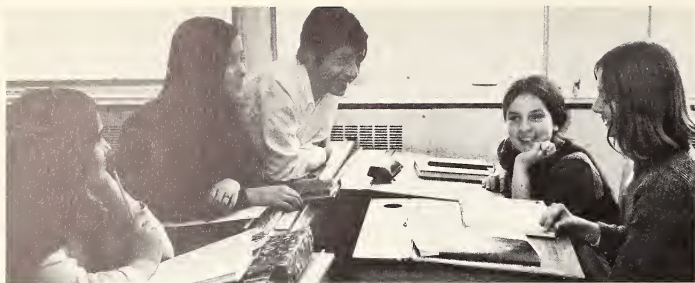
Science and mathematics, technical-vocational and commercial studies, health and physical education

Curriculum offerings in each subject area are planned around two complementary courses – the basic course laid down by the Department of Education of the Province of Quebec and the enrichment course prepared by the school. The list of available optional subjects within this framework is extensive, and the guidelines for student choices are sufficiently flexible to permit students to make much of their selection on the basis of personal interest and aptitude. For example, a student who has a special interest in social studies may weight his program heavily with choices from group 2 and reduce his choices from groups 1 and 3 accordingly. Since some seventy percent of Beaconsfield's graduates follow a course of post-secondary education, the specialization that results is particularly valuable.

An emerging pattern of instruction at Beaconsfield follows a three-stage plan

and involves a team of teachers assisted by a complement of paraprofessionals. Each stage of the plan telescopes into the next: large group instruction introduces topics and provides an overview, small group instruction follows with more specific involvement, and supervised individual study completes the cycle, with personal assignments tailored to the level and ability of each student.

Through its 'differentiated' approach to curriculum – seen by the school as a major area of innovative thrust – Beaconsfield rejects the tradition that requires all students in a class to cover identical material with equal concentration and in the same length of time. Flexible ability grouping replaces streaming and enables the slow or average student to benefit from exposure to his more able fellows while continuing to work at his own achievement level. To facilitate operation of the 'differentiated' structure, provision for the various achievement levels was built into the curriculum by the teachers, who scaled the work of each unit in such a way as to make it readily adaptable to the gifted, the average, and the below average student. Suggested questions and work assignments relating to each unit, also prepared by the staff, follow a similar pattern and range from projects that call for considerable independence to assignments that provide a large amount of direction. When students have completed the basic course and undergone evaluation, they are at liberty to choose elective units of study from the school's enrichment course. Records are kept of the number of units each student covers, the level at which he works (above average, average, or below average), and the grades assigned to his work.



Beaconsfield has been singularly ingenious in meeting a need for expanded human resources. A staff of volunteer assistants, frequently numbering up to two hundred, give regular service in the school. Members are drawn from among the mothers in the community, and it is hoped that eventually every mother who has a child in the school will be involved in some way. The library is a major user of volunteer assistants, and fifty of them give a half day's library service every week. Other volunteers assist in the instructional media center, the satellite resource centers (there is one in each major subject area), the staff workroom, where they do typing for teachers, and the guidance office, where they perform receptionist and timetabling duties. Special instructional areas such as the pottery shop also make use of volunteers, and their service as escorts on student field trips is invaluable. Weekly classes in French conversation held in the French resource center supplement the regular program and are the special concern of twenty French-speaking or bilingual mothers. Rapport between the teaching staff and the volunteer assistants is good, and the assistants do much to lighten the load of routine tasks traditionally borne by the teachers. Members of the volunteer staff gain familiarity with the operation of the school through a comprehensive orientation program. Every effort is made to give them a sense of belonging, and, in most cases, their involvement produces a kind of 'discipleship' that ensures the school an enviable public relations resource. Eric King, Principal of

Beaconsfield, sees the volunteers as an essential and highly significant part of the total operation.

Outstanding among Beaconsfield's achievements is its success in extending the learning environment beyond the school walls. During the current year, a variety of camping experiences will involve some four hundred students. Typical of these are a one-week French immersion course for students in year two, and a week-long orientation program for year one students held at a camp in the Laurentians and conducted by a team of teachers, educational consultants, community resource people, and parents.

To guard against the threat of anonymity that accompanies high enrollment, Beaconsfield established a 'house system.' Each student belongs to a particular house and in it finds a sense of identity and meaningful associations with others. Special-interest clubs flourish, and healthy competition among the houses is evidenced by a wide variety of extra-curricular activities.

The administration at Beaconsfield describes the school succinctly as 'an environment for growth' – a process interpreted as the 'progressive development of the individual in relation to himself and the world around him.' The school actively acknowledges home and community as partners in the task of fostering the development of young people and constantly seeks ways of strengthening its relationships with both. Residents of the com-

munity who have particular talents or specialties are encouraged to visit the school, and it is not unusual to find poets, artists, musicians, or people skilled in crafts sharing their specialized knowledge with students on a formal or informal basis. In its plans for the future, the school envisages using local resources of this type to broaden the extracurricular activities it offers. A proposal for a course in fashion modeling sponsored by the physical education department and taught by a professional drawn from the ranks of the volunteer assistants is at present under consideration. A further interesting feature is the recent inclusion of community representatives on the school's educational steering committees.

Involvement with its surroundings is also reflected in Beaconsfield's plan to introduce a course whose subject matter is the community. Entitled 'Know Your Community,' and originally scheduled for students in the academic branch, the course will be of approximately one hundred hours duration and will include visits to the local hospital and various community organizations. At the conclusion, participating students will have a choice of presenting a 'free report' on the entire course or submitting a thesis on a particular aspect of it. Eventually, it is hoped to make the course available to students in all three branches of the school.

Beaconsfield regards discipline as a part of the 'civilizing process' and an essential ingredient in a setting for optional learning. Discipline that leads to self-discipline is the goal, for the school feels strongly that imposed discipline eventually proves inadequate. The interpretation of discipline is broad, as is demonstrated by the qualities Beaconsfield has identified as the ingredients of a well-disciplined school:

- relevant curriculum content
- interesting presentations
- student involvement
- mutual respect and courtesy between teacher and student
- genuine interest in and concern for students as individuals
- open lines of communication at all times

Beaconsfield's place in a comparative rating doesn't really matter much after all, for the school is not seeking firsts in innovation but excellence in the performance of its job. The important comparison is internal rather than external, and through it the staff is constantly measuring achievement against established goals to ensure that objectives are being realized. The basic purpose is familiar and one that Beaconsfield shares with an infinite number of predecessors and contemporaries – a living commitment to the interpretation for a particular time and place of the school's traditional mandate, 'to educate – to lead forth.'

The Magic Portal.

As told to Jean Trott,
Department of Curriculum,
OISE, by Peggy Lewis,
of St. Raymond's Separate
School, Toronto

*What is this life if, full of care,
We have no time to stand and stare?*
(From 'Leisure,' by W. H. Davies)

Magicians are said to have the power to draw a circle and decree that within this circle only magical things can happen to you. Tradition has it that you are then immune to the forces of nature. Only the forces of magic can move you.

Often the teacher wishes she had the power to perform such charms. But as one teacher discovered, she didn't have to wish for a magic circle; her classroom already had one. To the observer, it appeared to be an ordinary picture window, but the teacher and her class saw it as far from ordinary. Tall buildings formed a backdrop for the view of a neatly kept lawn, trees, and sky revealed by the window, and in the moments before class started, the pupils liked to lean on the windowsill, put their noses to the glass, and just stare.



One day the teacher gave the children 'freedom of the window.' Whenever they wished, they could get up, go to the window, and look out. They could see people pass and airplanes fly overhead; they could observe the gardener at work, watch the clouds take strange formations, and enjoy whatever the window happened to bring into view.

For a month the teacher encouraged her children to stare, and ponder, and dream. One day, surprising even herself, she said to one of the dreamers, 'A penny for your thoughts.' As if in exchange for the non-existent penny, the pupil wrote down his thoughts and handed them to the teacher. Then everyone in the class wanted to look through the 'magic portal' and write about what he saw.

Before she knew it, the teacher had received poems, stories, and descriptions – all volunteered by the pupils, all relating experiences conjured up by the window. The magic had worked; the children's testimony was very clear. And now the window took on added significance. A newly installed bulletin board enabled the teacher to frame the magic portal with the expressions of her pupil's thoughts.

A short and moving poem records the thoughts of eight-year-old Donald W.

It Feels Like the War

*It feels like the war,
It's dark and gloomy,
I can almost hear the battle sounds.
I can see the trees that were bombed,
I am almost able to see men die.
I can taste the gun powder,
I can feel the guns and bombs,
These days I hate.
I can see the tanks;
I hope this day gets over quickly.
(Friday, November 8)*

P.S. Written when I was looking out the window. It reminds me of a dark and gloomy day.

The experiment was simple. An ordinary window served as a catalyst and encouraged the children to let their minds and senses wander until they came on something that intrigued them. Having found it, they looked for means of communicating their experiences to others. The teacher had clothed an ordinary window with magic that served to heighten the children's awareness of their world.



'Getting away from school gave me a sense of freedom.' This was Karen Ann Kennedy's comment on the outdoor education venture that she and the other grade 7 students of Our Lady of Fatima School, Elliott Lake, enjoyed in October. Their teachers, Dan Maloney and Fred Mansfield, found an ideal site for the three-day program at the Knights of Columbus Youth Camp on Lang Lake near Espanola. The camp setting was most conducive to discovery in the science and geography fields.

'The trip helped us learn what it's like living with a lot of different people,' said one boy afterwards. 'Some people weren't as shy; others were hard to live with. We also got to know that teachers like a little fun too.' Because of the large number of students involved – sixty-two! – two mothers, Eileen Bohren and Fran MacPherson (a registered nurse), Laddie Silaj (a high-school graduate), and I came along to assist with the learning program. This enabled us to assign an adult leader to each team of ten or eleven children on a round-the-clock basis.

About a week beforehand, four of us drove down to the camp to check on accommodation and facilities for preparing meals. We decided to collect \$3 per pupil for food, and the North Shore District Separate School Board took care of the transportation costs. The cabins were large enough that we could house all the boys in one and all the girls in another.

The three-day learning program was planned by Fred and Dan, who teach the grade 7 and 8 rotary classes geography and science respectively. One afternoon was spent on nature trails around Lang Lake. The key to this activity was 'observe.' Students took pencils and jotted down anything noteworthy that they spotted. Generally their notes were to do with science, including animal and plant life and rock types they had studied recently. One trail ended a few miles from the camp at a dam draining the lake and controlling its water level. Many students came equipped with cameras as an additional method of record-making.

An entire day was spent on nearby Manitoulin Island, where points of geographical interest were visited. We also stopped at the pine cabin where the TV series 'Rainbow Country' was filmed. The students were more excited about the innumerable fossils they discovered around the cabin, however, and they began collecting samples to put in plastic bags given them for this purpose. They were equally excited about the caves on the island near Mindemoya. 'When we went into the cave,' wrote a student, 'I thought it was really interesting because the roof was smooth and the sides were rough.'

Education— Where It's At

*Sister Marian McKinnon, Principal,
Our Lady of Fatima School, Elliott Lake*





The children learned at first hand how ages ago ocean waters had dissolved the limestone rock and formed these caves, which extend deep into the hills in a network of tunnels. As we drove around Manitoulin Island, the students spotted evidence of the ice ages in the form of glacial deposits – huge boulders lying in the fields. Coming from Elliott Lake, strictly a mining community, they were particularly interested in the farms and livestock that we passed. The limestone near Little Current provided more fossils to put in the now bulging sample bags. Here, too, we saw the northern end of the Niagara Escarpment. On our return to the camp, the adult leaders joined the children in assignments, such as the study of a log community and a science scavenger hunt.

We gained more than intellectually by this 'live-in' with our grade 7 students, as some of the students indicated. Said one, 'The people I really got to know were the teachers. I thought they were going to be mean and cross and make us do things like go to bed at ten o'clock and no talking at the table.' During hours of recreation, our staff entered wholeheartedly into a community of sharing with the boys and girls. Laddie brought his guitar and we sang in front of the fireplace in the evenings. We laughed, put on skits, danced to the kids' music, and joined them in some play outdoors on the rope swings. We ate, did dishes, said evening prayers, and slept in the dorms with them.

Some felt this close contact might cause the students to lose some of their respect for us. But on the contrary, our group observed that a close bond was formed between the two generations and that the young people felt a deeper appreciation for the grown-ups working with them. Certainly, we brought back two happy busloads of youngsters from the North Ontario bush.

In evaluating our adventure in outdoor education afterwards, we realized that we were achieving many of our academic goals in the classroom in discussing what we had found, sharing experiences, examining samples collected, discovering relationships, and drawing conclusions.

Next time, most of us agree, we will take a smaller group. Having help from outside the teaching staff proved most beneficial. We have since purchased a comprehensive manual on outdoor education, published by the Sudbury Board of Education, for use in the future. Undoubtedly we were all a little apprehensive on our 'maiden voyage' into the northern bush with our youthful crew, but in spite of any flaws in the three-day program arising from our lack of experience, we are sure now that our students were provided with a true-to-life problem-solving situation. They had to use personal resources of initiative, flexibility, judgment, responsibility, and all the other human virtues that come into play when living and learning with others. After all, isn't that what it's all about?

'That peculiar voyage of discovery which constitutes a novel' is Margaret Laurence's image of the act of writing, and reading, a work of fiction. She and five other Canadian novelists take us into their writing lives in the new series *Canadian Writers on Tape*: half-hour conversations with Margaret Laurence, Mordecai Richler, Hugh MacLennan, Morley Callaghan, Hugh Garner, and Sinclair Ross. The Editorial Division of OISE devised the series; the editing and interviewing was done by Earle Toppings. The motivation: to provide high school and university students with personal comment from contemporary Canadian authors about themselves and their work.

Mordecai Richler talks about his early preparation for becoming a writer, back in 1949 at Sir George Williams University in Montreal: 'There's a certain amount of brashness involved, and conceit. I wanted to become a writer and I just thought, well, you sit down and write and then you become a writer. Had I known as much as I know now, I might not have had the nerve, because it is an act of nerve. I left and went to Paris, which seemed a romantic thing to do, and wrote there because I thought—being nineteen at the time—that nobody could write in a country as dull as Canada. And of course the deeper I've gone into my own experience, my own writing, the more tightly or intricately involved I am with Canada and my Canadian experience.'

Richler was asked if he felt, twenty years ago, that the literary standards in Canada were too soft. 'Yes. And there's a danger the second time around, in that right now this country is shaking with nationalist feeling: some of it good, some of it bad. Now, I'm fundamentally for this, and I would like this country not to fragment, or become part of the United States; but the dark underside of this kind of nationalism is that Canadian writing—or painting, or whatever—is pushed too far, in the yearning to have a culture of our own. We can, and have in the past, made too much of writers not good enough. This works another way in that when one visits Montreal and Toronto, there's still a number of writers who feel they're not known in New York or London because there's some international conspiracy against Canada. Well, the truth is no one gives a damn one way or the other, and if you've written a good novel set in Pittsburgh or Montreal, they're equally acceptable. Probably Montreal is inherently more interesting. There's no built-in prejudice against Canadian writers abroad.'

Hugh Garner also speaks of his beginnings, a youth in which he did not go to Paris, but, in the thirties, tour the North American continent: 'We used to ride the tops or inside the empty boxcars, if you could get in. The whole of North America, it seemed to me, was on the bum. All the

young people. We traveled freely from Quebec City to Los Angeles. I traveled all over the United States and down into Mexico. Just the same as the kids today. I never felt poor when I was away from home. I felt broke, and I was sleeping on the ground and in boxcars, and eating in Salvation Army hostels, but it was an adventure. It was much better than sitting around the house wondering if I could get a job at eight dollars a week pushing a cart.'

Morley Callaghan had spent a summer in Paris, the year of the stock market crash, 1929. Was there stimulus and encouragement among writers and artists in those

THAT PECULIAR VOYAGE

OISE'S NEW CANADIAN WRITERS ON TAPE SERIES

days of Joyce, Fitzgerald, and Hemingway? 'Yes, to a remarkable degree. The great thing was that it was more important to be a great writer, or great artist, than anything else on earth. Now, I doubt whether in Toronto you could convince many people that the greatest thing in the world was to be a writer.'

As for cliché Canadian themes, Callaghan avoided them, although his books were 'taken right off the streets of Toronto.' He has been quoted elsewhere as saying, 'When I was at college, my imagination roamed freely in the literatures of other countries. But when I started to write, it never occurred to me to be concerned

with the national symbols of the time: the national policy, Sir John A. Macdonald, the Mounted Police, the CPR, and the northern lights or the arctic snows.'

Looking to the outside world, Canada became 'tongue-tied because it felt others would not be interested in what it had to say,' wrote Hugh MacLennan. 'The academic and highly educated person particularly connected with literature was in a curiously colonial position for many years here. He had made the grade in Oxford and Harvard or Cambridge, and he came back. He would feel embarrassed if asked, "Have you got any Canadian writers?" . . . Because, after all, who were we going to put up to people who were famous? Robertson Davies once made a gorgeous line—one of the most civilized and witty writers in the world—but he had the misfortune to be born in Ontario. When he wrote a play, it was a flop here. Naturally. And he wrote, "No Toronto audience is going to laugh at a joke in a comedy seen on a Toronto stage unless they have a gilt-edged guarantee that an audience in London and New York has laughed at it first." Well, we're getting over that at last.'

Both Sinclair Ross and Margaret Laurence find writing an act of faith. Ross was asked if he still had a stimulus to write, despite the fact that his books have not been widely distributed: 'I suppose it's a compulsion. I always scribble. I can't help it. I'm always getting something in my mind. I want to write it down, even though it does seem hopeless sometimes, and all along it has often seemed hopeless. But I'll likely keep on scribbling.'

Despite her Scots Presbyterian prairie background, Margaret Laurence says, 'I don't feel that any of my books is lacking in a sense of joy. Because even in *The Stone Angel*, in a sense, the whole thing is a kind of celebration of life. The great revelation that Hagar has at the very end of her life is that she has been unable to permit herself to experience joy, and what a crippling thing this has been, not only for her but for everybody around her. So that although joy is defined almost negatively in that book, the whole well-spring of the book itself is a sort of celebration of life. Which I think almost every novel is. Not only my own novels, but everybody's novels, because although I think this is a terrifying world that we live in, the act of writing itself is almost an act of faith, almost an act of hope. And in a profound sense it's a kind of celebration of life. It's really saying, at the heart of it, life is very much worth living. And for God's sake let's make of it what we can.'

Canadian Writers on Tape is available on reel-tape (at \$36 a set), or on cassettes (at \$18 a set), from Publications Sales, OISE, 252 Bloor Street West, Toronto.

The French Embassy in Canada

Orbit is pleased to draw attention to the educational and cultural materials available on loan from the Cultural Service of the French Embassy in Ottawa. The collections of the Cultural Service are extensive, and the material is loaned without charge. The only cost to the user is the outgoing and incoming postage or express charge on material borrowed.

Since the volume of material makes the usual review impractical, categories are shown and a few representative items listed under each. Complete listings of films, records, and special exhibits are available on request as indicated below:

Catalogue of 800 documentary films and 120 feature films available from:
The Film Library
The French Embassy in Canada
464 Wilbrod Street
Ottawa, Ontario

Listing of Records (a) Operas and Operettas (b) Religious Music
Listing of Exhibits available from:
The Cultural Service
The French Embassy in Canada
464 Wilbrod Street
Ottawa, Ontario

The following information concerning Embassy materials may be helpful.

1. Transportation costs both ways are paid by the borrower.
2. Requests should be made well in advance (three weeks' notice is the minimum for adequate handling).
3. Material may be used for non-commercial purposes only.
4. Material should be used promptly upon receipt and returned without delay to avoid disappointment to others.
5. The usual film-showing report should accompany all films on return.
6. Films should be handled with extreme care and shown only by experienced operators.
7. Films should not be rewound following showing.

FILMS

16 mm. In French and English. The subject range is broad and includes films relating to literature, geography, history, architecture, art, music, drama, ballet, science, natural science, recreation, and travel. The following titles selected from the film catalogues are indicative of the types of films available.

My Friend, the Dog

22 minutes (black-and-white)
The dog, man's most faithful companion.

Comedy Before the 17th Century

17 minutes (black-and-white)
Authentic documents and excerpts from plays before Molière.

Faust '63

14 minutes (color)
Dr. Faust, unable to discover the secrets of matter, calls upon Mephisto, who shows them to him and under his eyes turns on a pocket atomic battery.

Cod Fishing

45 minutes (black-and-white)
In Newfoundland waters, courageous men aboard a fishing boat are shown catching cod. (Prizewinning film)

In Honor of Debussy

90 minutes (black-and-white)
Commemorating the centenary of Debussy's birth.

The Universe Celebrates Mass

17 minutes (color)
A modern and profound scientific look at Mass as interpreted by Teilhard de Chardin.

Aviation Pioneers

46 minutes (black-and-white)
Daring adventures of Mermoz, Saint-Exupéry, Bennett, Nungesser, and Collé — all brave conquerors of the sky.

The King or the People?

25 minutes (black-and-white)
The French Revolution: 1789-1792. Jersey and Sark Islands.

25 minutes (black-and-white)
The centuries-old traditions of these two islands.

Looking for a Job

21 minutes (black-and-white)
Youth and its problems in a small French town.

Masterpieces in Painting

8 minutes (color)
145 masterpieces, including works by Cézanne, Derain, Matisse, Soutine, Rousseau, Renoir, Modigliani, Picasso, Utrillo, and Laurencin.

Rodin

32 minutes (black-and-white)
This film was awarded the 'Grand Prix du documentaire' in Paris, 1943.

Terra Incognita

25 minutes (color)
Scientific exploration in the Kerguelen Islands: surveys of the soil, the sea, and the animals.

National Library of France

23 minutes (black-and-white)
The National Archives in Paris — 'the memory of the world.'

The Handicapped Become Boy Scouts

22 minutes (black-and-white)
How scouting activities can bring nature even to handicapped children.

Paris and Its Poets

14 minutes (black-and-white)
A walk through the parts of Paris dearest to poets.

L'assassin habite au 21

90 minutes (black-and-white)
Feature film with English subtitles — directed by Henri Georges Clouzot.

Les carabiniers

75 minutes (black-and-white)
Feature film with English subtitles — directed by Jean-Luc Godard.

La vie à l'envers

100 minutes (black-and-white)
Feature film with English subtitles — directed by Alain Jessua.

RECORDS

The Cultural Service operates a lending library of some 1,300 records of French music (vocal, folk, variety, and classical music). Included is an extensive collection of religious music, much of it recorded during the actual presentation of the works in the cathedrals of France. Compositions from the 17th and 18th centuries are also included. The field of opera and operetta is well represented, and the records feature many distinguished artists. The following were chosen from the listings to show the types of records available.

Gregorian Chant

From l'Abbaye Saint-Pierre de Solesmes.

Five Centuries of Music in Reims Cathedral

Musical works by Guillaume de Machault, Baude Cordier, François Cosset, Henri Hardouin, and Nicholas de Grigny, interpreted by the Reims Cathedral Choir, with Jean-François Paillard conducting the orchestra.

Mado Robin (Recital)

Mado Robin, accompanied by the Théâtre National de l'Opéra orchestra, sings well-known selections from Mignon, Les Noces de Jeanette, Roméo et Juliette, Les Contes d'Hoffman, and Manon.

St. Cecilia Solemn Mass (Gounod)
Sung by choirs under the direction of René Duclos.

Noël à Notre Dame

Concert with Pierre Cochereau at the organ of Notre-Dame de Paris. Soloist Jean Giraudeau, tenor. Noël Latins du XVIIIème Siècle Marc-Antoine Charpentier; In Nativitate Domini Canticum, Henry Du Mont; Christus Natus est Nobis, Michel de Monteclair; Motet de Noël.

SPECIAL EXHIBITS

This collection includes 70 exhibits, in color and black-and-white, relating to various aspects of literature, history, geography, theater, art, music, science, and technology. They are shipped in cases, express collect. The following are indicative of the types of exhibits available.

Albert Camus (125 pictures)

His works and the important years of his life.

Masterpieces of French Art (100 pictures)

One hundred paintings and sketches by French artists from the time of the Lascaux Grotto to the 20th century.

French Diplomacy (122 pictures)

Main developments in French diplomatic life from the 17th century to the First Empire.

History of French Medicine (217 pictures)

The history of 'La Comédie française.'

Jean-Jacques Rousseau (81 pictures)

The biography of Jean-Jacques Rousseau, the philosopher. Saint-Pierre et Miquelon (56 pictures)

The French islands close to Newfoundland.

Theater During the Renaissance (79 pictures)

The Paris Opera (175 pictures)

SLIDES

150 series of slides on various subjects, such as the history and geography of France, the French way of life, the arts, sports, etc., are available.

EDUCATIONAL PUBLICATIONS

The Cultural Service of the French Embassy also has available a list of publications produced in France and dealing with varied aspects of education. The address of the publisher is included with the title in each case.



Profile of a School 9

Ecole Secondaire Etienne-Brûlé

Eighteen months ago, the opening of Etienne-Brûlé Secondary School in North York provided the Toronto area with its first French-language high school. Before then, French-speaking students had to attend either a private or an English-language school. The school was named after the seventeenth-century French explorer Etienne Brûlé, the first white man to stand on the shores of Lake Ontario and to travel up the Don and Humber rivers. At present, it has an enrollment of some three hundred and sixty students, who come by school bus from as far afield as Oshawa, Georgetown, and Burlington. About eighty percent of them are French Canadian, five percent are European, and fifteen percent are English Canadian. All have a sound working knowledge of French and a keen desire to learn more about French Canada and its culture.

As a temporary measure, the school is housed in twenty-four portables linked together on a baseball field behind York Mills Collegiate Institute, but construction is about to start on

a new school building to the east of the present site. Scheduled for completion by September 1972, it will accommodate about eight hundred students. Several facilities, such as the gym, cafeteria, swimming pool, and playing fields, are currently shared with York Mills. Many of these will continue to be shared with the Collegiate when the new school is completed, and it is hoped thereby to create a 'bilingual campus.'

In its day-to-day operations, Etienne-Brûlé incorporates many of the current educational trends — the credit system, subject promotion, and individual timetabling. About eighty percent of the students go on to college.

M. Remillard, the school's 'directeur,' stresses the problem of obtaining suitable French textbooks and teaching aids — especially in such subject areas as science, commerce, and technology. Until Ontario teachers produce appropriate materials, he hopes to overcome the problem by making suitable adaptations from Quebec and European textbooks. When

the school opened, all science and maths classes were taught in French from English texts, but gradually there has been a complete switchover to French texts, except for grade 13 science and maths.

Apart from language, the most significant difference between this school and an English-language secondary school is the cultural emphasis — most of the students live in a predominantly English milieu, and therefore a purposive effort is made to introduce them to French-Canadian culture. Exchanges are made with students in French-speaking areas, and theatrical groups and folk singers from Quebec are frequent visitors to the school. Active in promoting French-Canadian culture is the group 'La Chasse Galerie,' many of whose members are parents of students at the school.

When the school moves to its new building, let us hope it retains the friendly atmosphere and pioneering spirit that are evident now.